Understanding the Early Years

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Results of the Community Mapping Study for Southwestern Newfoundland

Applied Research Branch
Strategic Policy
Human Resources Development Canada

June 2002

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1. Helping Communities Give Children the Best Possible Start

Understanding the Early Years (UEY), developed by the Applied Research Branch (ARB) of Human Resources Development Canada (HRDC), emerged in response to a growing recognition that the kind of nurturing and attention that children receive in early childhood can have a major impact on the rest of their lives.

Researchers have found that the early years of development from before birth to age six set the base for competence and coping skills that will affect learning, behaviour and health throughout life. These early years are critical for children's development as they shape long-term outcomes, not only related to academic and employment success, but also to children's overall health, quality of life, and ability to adapt (see McCain & Mustard, 1999; and Doherty, 1997 for a discussion of current research in this area).

The UEY Initiative seeks to provide information about the influence of community factors on children's development and to enhance community capacity to use this information to both monitor and improve early childhood development outcomes.

UEY builds on the National Longitudinal Survey of Children and Youth (NLSCY), a joint initiative of HRDC and Statistics Canada. The NLSCY began data collection in 1994 and is the definitive source of national longitudinal data for research on child development in Canada. Its purpose is to increase our knowledge about the factors affecting child development and well-being.

Initial research on child development has shown that community factors may impact child outcomes, but only methodical research conducted at the community level can show the magnitude of the impact and the mechanisms through which it occurs (Kohen, Hertzman, and Brooks-Gunn, 1998).

Therefore, one of the main purposes of UEY is to help determine the extent and nature of community influences on child development and how this might vary from family to family, school to school, classroom to classroom, and neighbourhood to neighbourhood. It includes three separate but complementary data collection components that allow for more detailed monitoring and reporting at the community level:

- The NLSCY Community Study;
- The Early Development Instrument; and
- The Community Mapping Study.

What is Understanding the Early Years?

Understanding the Early Years (UEY) is a national initiative that provides research information to help strengthen the capacity of communities to make informed decisions about the best policies and most appropriate programs to offer families with young children. Designed to assist communities across Canada in achieving their goal of improving early child development, UEY provides communities with the necessary information to enhance or adapt community resources and services. It gives communities knowledge of how childhood experiences shape learning, health and well-being and enables them to track how well their children are doing. With this information, communities can work towards optimising child development through the strategic mobilisation of resources and programs.

(Connor, Norris, & McLean, 2000)

Together, this information will enhance our understanding of the community factors that affect early childhood development and the ways a community can best support the needs of young children and their parents.

Components of the UEY Initiative

The NLSCY Community Study: What we learned from parents:

An enhanced version of the NLSCY was developed to collect more detailed information from parents to help researchers assess family use of community resources and the impact of these community resources on children's developmental outcomes. Randomly selected households, representative of all schools in Southwestern Newfoundland, were chosen to participate in this voluntary survey. This information was analysed to determine the relative importance of community factors on child development compared to individual and family factors.

The NLSCY Community Study was administered during the Spring of 2000 and will be administered again in 2004.

The Early Development Instrument: What we learned from teachers:

The Early Development Instrument (formerly known as the School Readiness to Learn Instrument) is a questionnaire for kindergarten teachers. The Early Development Instrument (EDI) is designed to measure children's early development – before they start first grade – in the following dimensions of human development:

- Physical health and well being;
- Emotional health and maturity;
- Social knowledge and competence;
- Language development and thinking skills; and
- Communication skills and general knowledge.

As an instrument designed to measure children's "readiness to learn," the EDI assesses how well children are prepared to participate in school activities. Developed by Dr. Magdalena Janus and Dr. Dan Offord at McMaster University's Canadian Centre for Studies of Children at Risk, the Instrument was designed and tested during several pilot projects in collaboration with teachers and educators.

The purpose of the EDI is to help communities assess how well they are doing to support child development. The Instrument is an age-appropriate measure that indicates how well children in a classroom are developing. *It cannot be used to assess an individual child's development.*

By focusing on how well young children are doing in a community, the EDI enables communities to look backward and forward. For example, a community can look backward to adjust early childhood programs to better support early child development, and can look forward to adjust school programs so that they meet the current needs of incoming students.

The EDI was administered in Southwestern Newfoundland during the Springs of 2000 and 2001. *Spring of 2000 EDI data was used in this report. The EDI will be re-administered in the Springs of 2003 and 2004.*

The Community Mapping Study: What we learned from community mapping:

This report focuses on the results of the community mapping study, conducted during the Summer and Fall of 2000. Three data sources were used in conducting the Community Mapping Study:

- The 1996 Census;
- Neighbourhood Observations (see Appendix B for details); and
- A Program Survey (see Appendix C) that compiled an inventory of neighbourhood programs.

The analysis of these data sources, provided in this report, can be used in Southwestern Newfoundland to gain a better understanding of:

- The physical and socio-economic characteristics of the neighbourhoods in which children live;
- The kinds of programs and services that were available to children aged six and younger and their parents;
- Where these programs were located; and
- If these programs were being used.

UEY Results: Putting It All Together

Putting together the information collected from the Community Mapping Study, along with the NLSCY Community Study and the Early Development Instrument, will provide a framework for analysis to help us in Southwestern Newfoundland:

- Measure children's early development before they enter school;
- Show how community influences impact on child development in the early years;
- Profile the type and availability of community resources for families and children;
- Assess how well the needs of local families and young children are being met; and
- Learn more about how research can be used at the local level to bring about improvements for children.

With this new knowledge (summarized in the report "Understanding the Early Years, Early Childhood Development in Southwestern Newfoundland"), Southwestern Newfoundland will have the basis for community-wide discussions on how to both develop community strategies and to allocate efforts to provide the most effective resources for child development.

UEY in Southwestern Newfoundland

Southwestern Newfoundland was chosen as one of five original UEY Project sites across Canada. Sponsored by the Community Education Network, Southwestern Newfoundland began work on its UEY project in December 1999. The Community Education Network is an established community coalition, originally founded in 1991 as the Port au Port Community Education Initiative, an umbrella organization that facilitates partnerships between social services, economic development, educational and funding agencies. The primary activity of these partnerships has been to broker learning programs and processes aimed at community capacity building. The orientation of these learning programs and processes is one of community education – a process whereby learning is used for individual and community betterment. Community education can be characterised as the:

- Involvement of people of all ages;
- Use of community learning;
- Mobilisation of resources and research to bring about community change; and
- Recognition that people can learn through, with, and for each other to create a better world.

II. The Community of Southwestern Newfoundland

This section provides an overall geographic description of the study area, describes the geographic definitions used throughout the report and shows where children are located in our area.

Defining Our Use of the terms "Children," "Neighbourhood" and "Community"

In general, the UEY Initiative focuses its research on children aged zero to six. However, the Community Mapping Study in Southwestern Newfoundland focused on children aged zero to nine because of the small study population of children aged zero to six in our geographic area.

Although there are numerous ways of defining neighbourhoods and communities, for the purpose of this report:

- *"Neighbourhood"* will be defined and referred to using the geographical boundaries of "Enumeration Area." An Enumeration Area is the smallest standard geographic area for which Census data are reported. There are 74 Enumeration Areas in Southwestern Newfoundland.
- *"Community"* will apply to a "town or a defined community, which may contain one or more Enumeration Areas"; and
- *"Area"* will most often be used in this report to refer to Southwestern Newfoundland as a whole.

The Southwestern area of Newfoundland covers a large rural and coastal area. It includes the Port au Port Peninsula, Bay St. George, the Codroy Valley and communities along the South Coast from Port aux Basques to Francois. The study included approximately 50 rural communities with Stephenville and Port aux Basques serving as larger population and commercial centres.

The total population of Southwestern Newfoundland in 1996 was 39,420. Thirteen percent of the population (or 5,365 children) was comprised of children aged 0-9 years. Southwestern Newfoundland is an area with many families with children, yet, this area has lost many families with children due to out-migration.

Because the geographic area of Southwestern Newfoundland is so large and its population centres so dispersed, for the purposes of this report, the study area has been divided into five distinct regions:

Region A - The Port au Port Peninsula

A rural area with very rugged coastline, this region includes all communities on the Port au Port Peninsula, Fox Island River, Point Au Mal, Port Au Port East and the Town of Kippens. The Town of Kippens has a relatively new subdivision which attracts new families.

- The Port au Port Peninsula comprises 17 of the 74 EAs in Southwestern Newfoundland and has 25 communities.
- In 1996 the total population was 8,300, which is 5% less than the total population in 1991.
- There were a total of 1,000 children ages 0-9 (12% of the total population) that live in this region.
- There were a total of 4,075 families in Region A, of which 7% of these families (or 300 families) were lone parent families.

- The total unemployment rate was 34%.

Region B – Bay St. George South

Includes the communities of Stephenville Crossing, St. George's, Barachois Brook, Mattis Point, Flat Bay, St. Theresa's and all communities in Bay St. George South.

- Bay St. George South comprises 18 of the 74 EAs in Southwestern Newfoundland, and has 19 communities. Two of the region's communities, Stephenville Crossing and St. George's, are considered urban while the remaining communities are rural. The 18 EAs cover a large geographic area that contains some farmland.
- In 1996, its total population was 7,415 – 3% less than the region's 1991 total population.
- There were a total of 865 children aged 0-9 that lived in this region (11% of the population).
- There were a total of 3,230 families in Region B, of which 11% were sole parent families.
- The total unemployment rate for this region was 44%.

Region C – Burgeo, Ramea, Grey River and Francois

This region on the Southwest Coast of the Island, including Burgeo, Ramea, Francois and Grey River, is very isolated. Burgeo is accessible by highway, but the three remaining communities are accessible only by boat. The Town of Burgeo is considered an urban community, while the remainder of the region is rural.

- This region comprises 7 of the 74 EAs in Southwestern Newfoundland, and has four communities.
- In 1996 the population of Region C was 3,540, 11% less than the total population in 1991.
- There were 300 children aged 0-9 in Region C (9% of the total population).
- There were 1,965 families in the region; 4% of them were lone parent families.
- The total unemployment rate for this region was 39.8%.

Region D – Port aux Basques and Area

This is a very large geographical area that consists of an urban area (the Town of Port aux Basques), farmland located in the Codroy Valley and rugged coastal communities including two communities only accessible by boat. It includes all communities in Codroy Valley, the Town of Port aux Basques, Margaree and Fox Roost, Harbor Le Cou, Isle aux Morts, Rose Blanche, Burnt Islands, Petites, La Poile and Grand Bruit.

- The Port aux Basques region is comprised of 19 EAs (out of 74 EAs in Southwestern Newfoundland) and has 25 communities.
- In 1996 the population of Region D was 12,400 – 9% less that its total population in 1991.
- There were 1,110 children aged 0-9 in Region D (8% of the population).
- The total number of families was 5,700 – 5% of them were sole parent families.
- The unemployment rate for this region was 36.9%.

The Town of Stephenville includes Stephenville, Cold Brook/Noels Pond.

- This region comprised 13 of the 74 EAs in Southwestern Newfoundland. The

Town of Stephenville is an urban area comprising 10 of the 74 EAs in Southwestern Newfoundland, and 3 EAs comprise 3 communities on the outskirts of the town

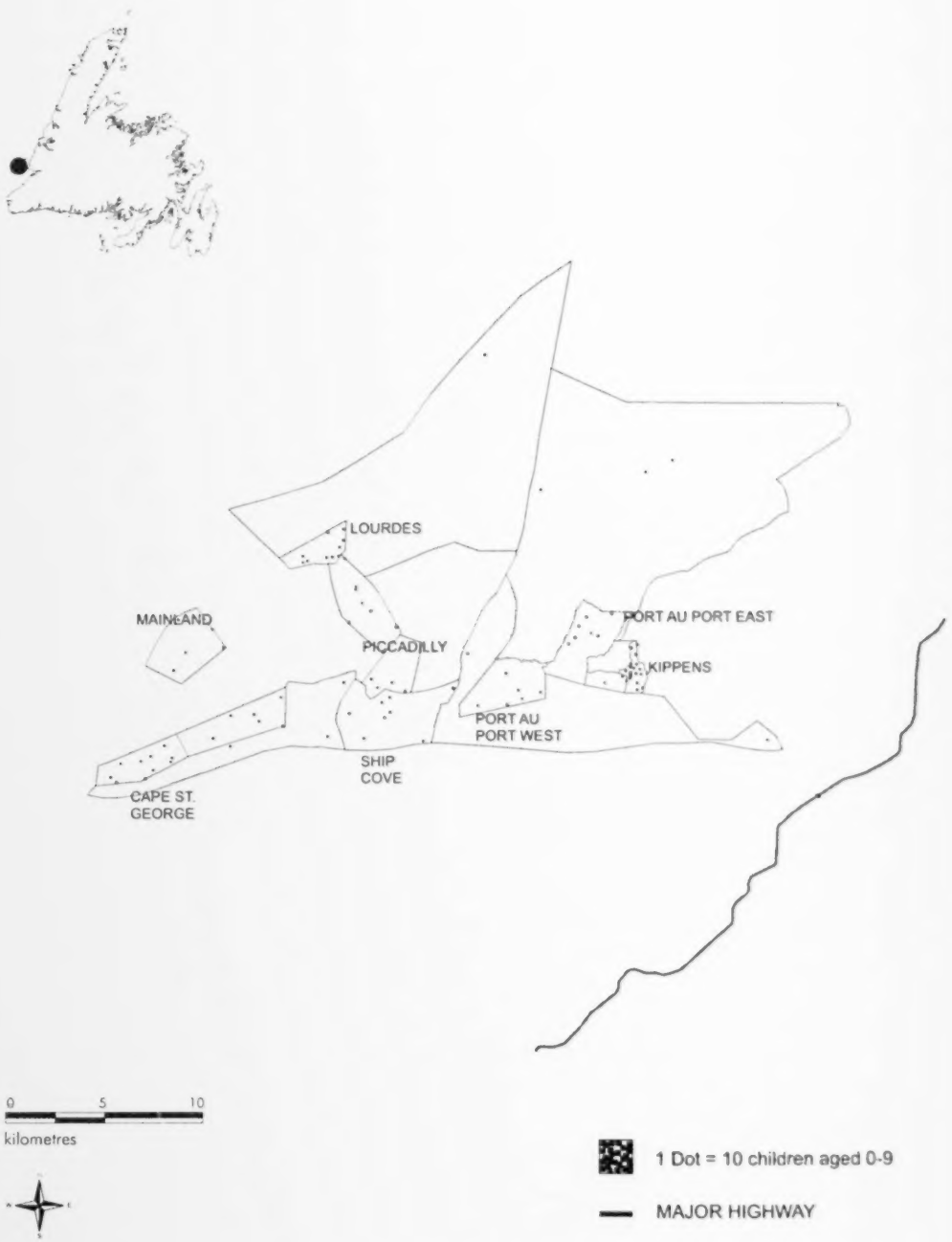
- The total population of this region in 1996 was 7,766.
- There were a total of 1,015 children aged 0-9 in this region (or 13% of the population).
- The total number of families was 4,010 – 505 of them (or 12.6% of families) were lone parent families.
- The unemployment rate was 28.9%.

Maps 1A – 1E: Where did children aged 0-9 live in Southwestern Newfoundland?

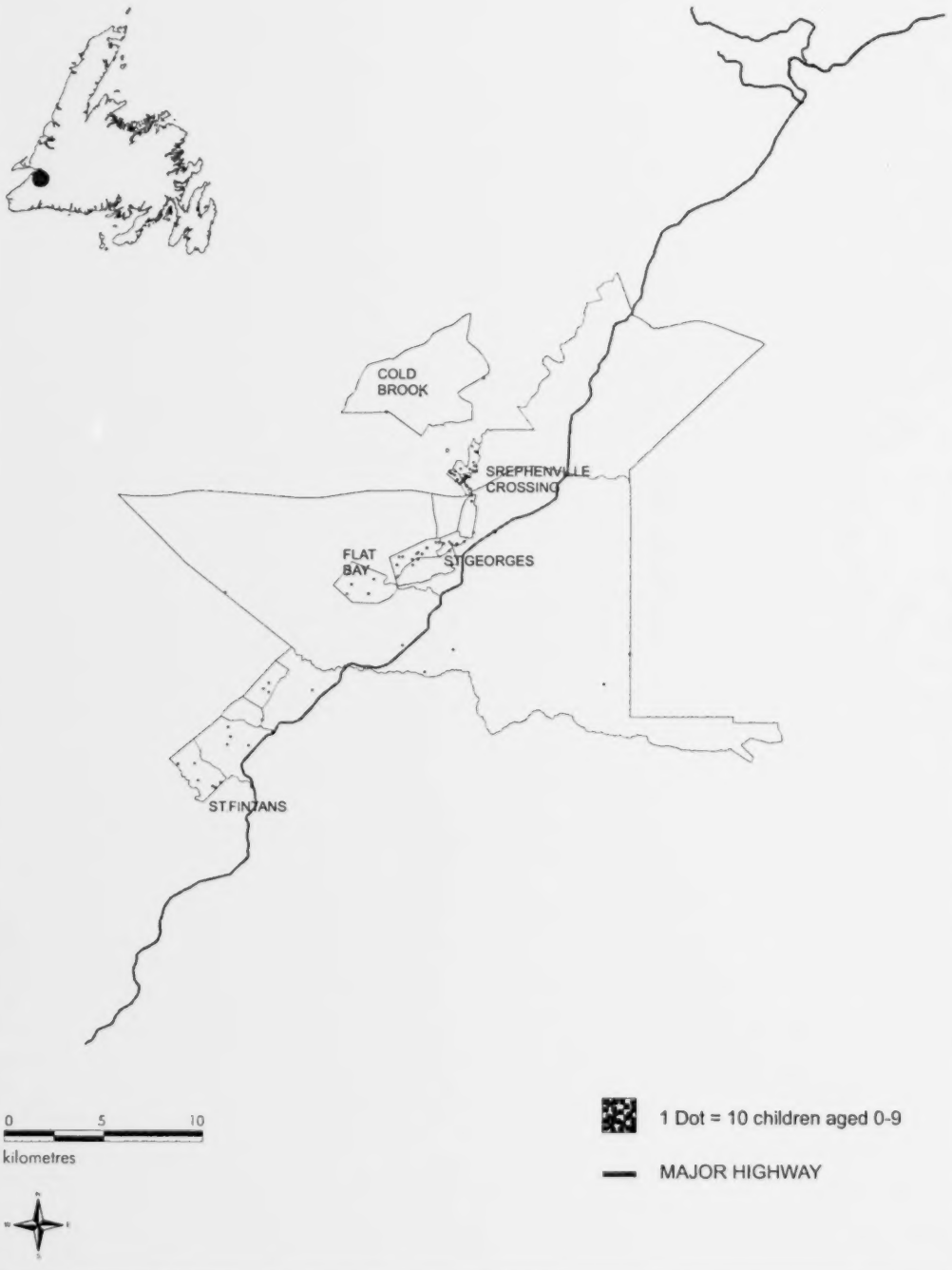
These maps display the distribution of children aged nine and younger across the community; each dot represents 10 children.

- In Region A (Map 1A), the majority of children were located in the Town of Kippens.
- In Region B (Map 1B), the majority of children were located in Stephenville Crossing, followed by St. George's with the second highest number of children. The remainder of children were scattered throughout the region.
- In Region C (Map 1C), children were mostly located in the Towns of Burgeo and Ramea. The Towns of Grey River and Francois had very few children aged 0-9.
- Most of the children in Southwestern Newfoundland were located in Port aux Basques (Region D, Map 1D) and Stephenville (Region E, Map 1E). In Port aux Basques, most of the children lived in just one EA. While in Stephenville, children were spread over 7 EAs. The remainder of children were spread throughout the region.

Map 1a: Where did children aged 0-9 live in Region A?



Map 1b: Where did children aged 0-9 live in Region B?



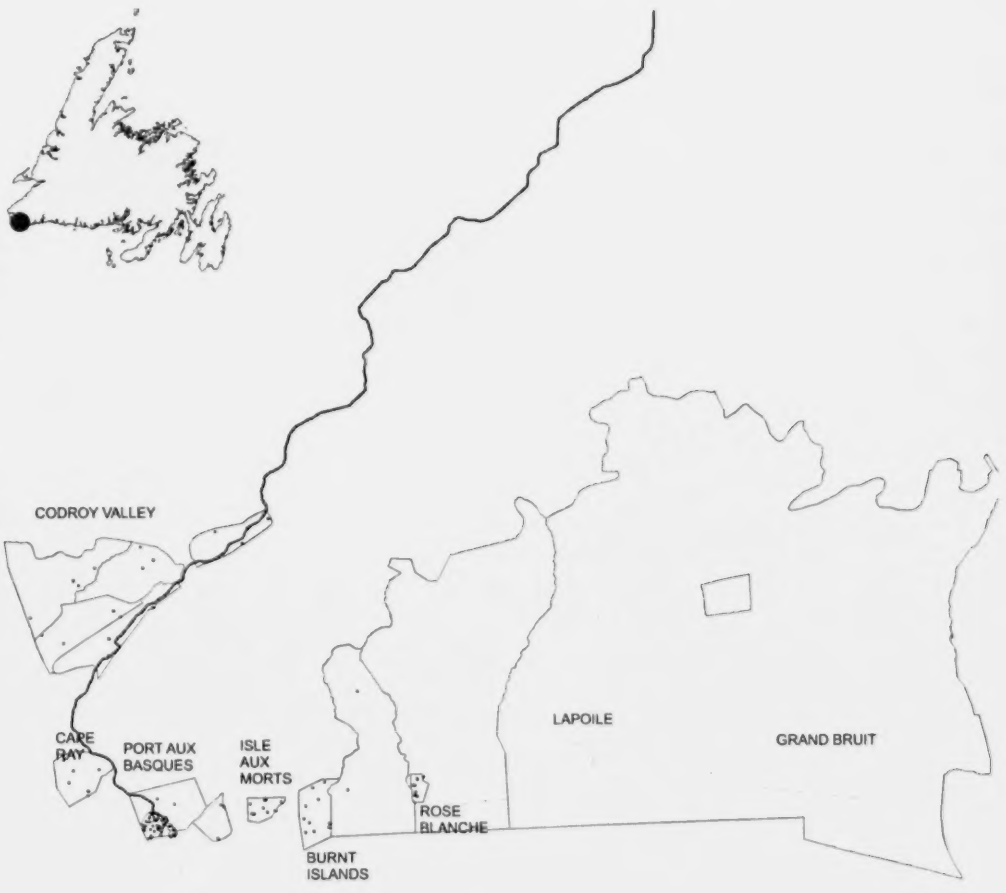
Map 1c: Where did children aged 0-9 live in Region C?

0 10 20
kilometres

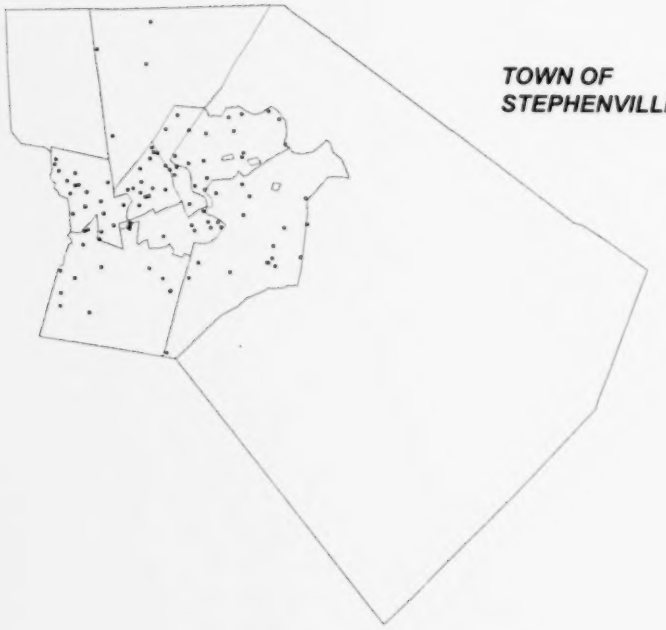
1 Dot = 10 children aged 0-9

FERRY ROUTES

Map 1d: Where did children aged 0-9 live in Region D?



Map 1e: Where did children aged 0-9 live in Stephenville?



0 1 2
kilometres

1 Dot = 10 children aged 0-9

III. The Social Environment in Southwestern Newfoundland

A child's social interaction with other people can have an important influence on his or her development. Children's capacity for successful, positive social interaction begins at a young age, and is influenced by a number of factors including: early close relationships; experiences with other children; and the guidance and direct instruction that comes from parents and other family members (see Doherty, 1997). These relationships also can be complemented by interaction with other people beyond the family, such as residents of their neighbourhood and the larger community. Some theorists suggest that positive peer and adult role models in the community can influence child development and well-being, particularly in terms of behaviour and learning. On the other hand, negative environments may deprive children of positive social supports, while exposing them to unhealthy or otherwise anti-social behaviours (Furstenburg & Hughes, 1995; Jencks & Mayer, 1990).

This section provides socio-economic and demographic information about neighbourhoods where children in Southwestern Newfoundland lived (using data from 1996 Census). A number of characteristics of its residents – such as family status, education, employment and income – were examined. This analysis assists researchers in answering a number of critical questions related to the social environment of children living in Southwestern Newfoundland.

Population Mobility

Neighbourhoods with higher levels of stability typically are those in which community members are more likely to act on behalf of the common good of children.

Social ties are an important prerequisite to neighbourhood cohesion and collective efficiency, defined as social cohesion among neighbours combined with their willingness to intervene on behalf of the common good (Sampson, Raudenbush & Earl, 1997). In other words, in neighbourhoods where residents are isolated or estranged from each other, social ties tend to be weak and a sense of common interest is even weaker. High rates of residential mobility and transience in neighbourhoods often correspond to social disruption and weakened social ties, which in turn can create a climate more conducive to crime and other types of anti-social behaviours. One way to measure neighbourhood stability is by measuring the proportion of individuals who made a residential move in the last year.

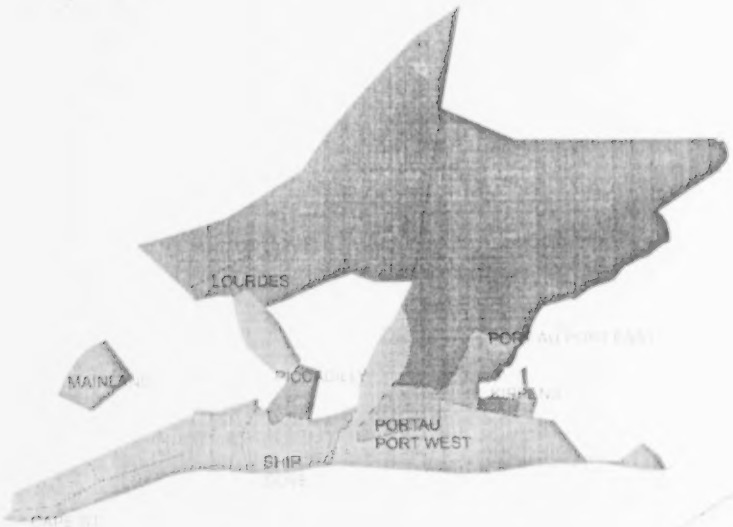
Maps 2A – 2E: Which areas in Southwestern Newfoundland had the highest mobility?

There has been significant social dislocation in Southwestern Newfoundland and the Province as a whole due to out-migration. Out-migration has become more pronounced since the fishery closing in 1993.

- In Region A (Map 2A), the Port au Port Peninsula and Kippens neighbourhoods had moderate mobility levels along with high to moderate numbers of children. One EA in the Town of Kippens had few children but high mobility, probably explained by the numbers of families moving into this community's new sub-divisions.

Map 2a: Which areas of Region A had the highest mobility?

Map 2a: Which areas of Region A had the highest mobility?



Map 2b: Which areas of Region B had the highest mobility?

Map 2c: Which areas of Region C had the highest mobility?

MOBILITY RATE

- 16% to 28.9%
- 3% to 15.9%
- Less than 3%
- No Data Available
- FERRY ROUTES

0 10 20
kilometres

Map 2b: Which areas of Region B had the highest mobility?

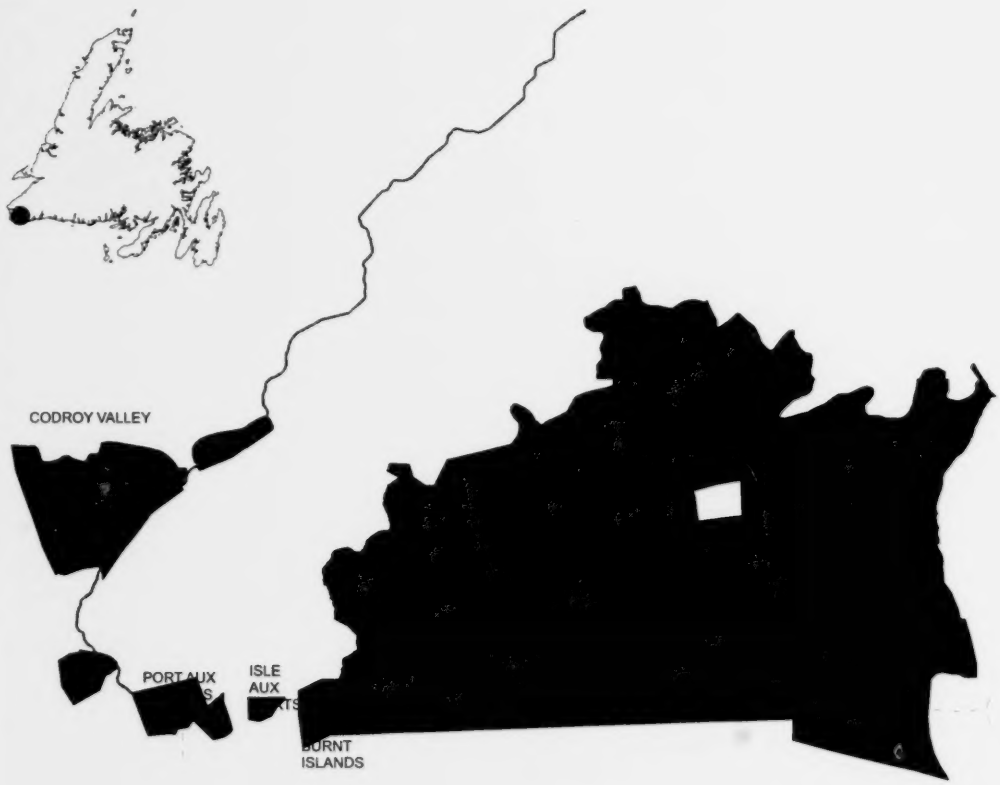
Map 2c: Which areas of Region C had the highest mobility?

Map 24: Which areas of Region D had the highest mobility?

MOBILITY RATE

- 3% to 15.9%
- Less than 3%
- MAJOR HIGHWAY
- FERRY ROUTES

Map 2d: Which areas of Region D had the highest mobility?

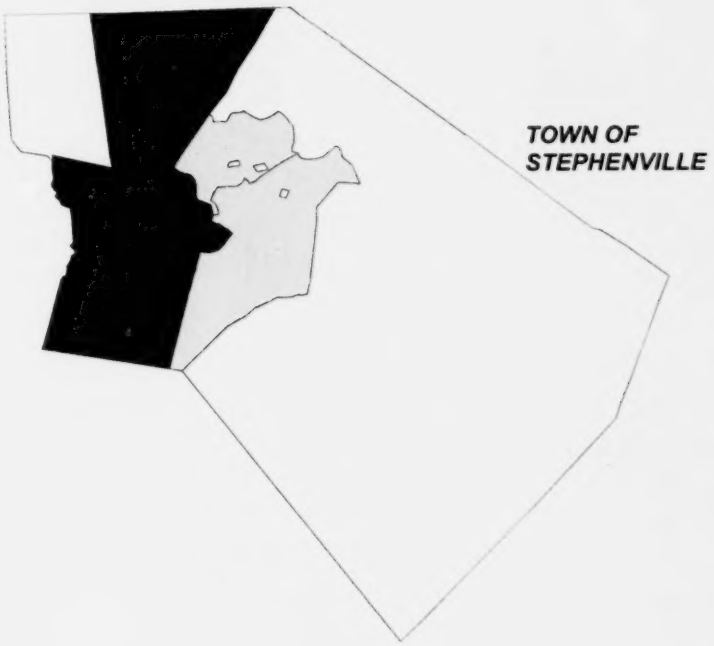


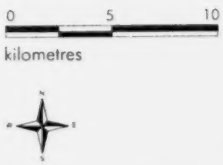
0 5 10
kilometres

MOBILITY RATE

- 3% to 15.9%
- Less than 3%
- MAJOR HIGHWAY
- FERRY ROUTES

Map 2e: Which areas of Stephenville had the highest mobility?





MOBILITY RATE

- 29% or more
- 16% to 28.9%
- 3% to 15.9%
- No Data Available

- In Region B (Map 2B), the neighbourhoods in Bay St. George South with higher mobility rates (between16% to 28.9% of the population) contained few families with children. The neighbourhoods with moderate mobility (between 3% to 15.9%) had higher numbers of children.
- In Region C (Map 2C), two neighbourhoods – one in Ramea and one in Burgeo – had moderate mobility rates (between 3% to 15.9%) and contained high numbers of children.
- In Region D (Map 2D), the urban area of Port aux Basques had moderate mobility rates (between 3% to 15.9%) along with a high density of children. The remaining rural areas had low to moderate mobility rates.
- In Stephenville (Map 2E), two neighbourhoods had high mobility rates (between 16% to 28.9%) with a moderate number of children. These are new subdivisions that attract young couples. Another EA contained a high population of children, but had low mobility rates (less than 3%). There did not appear to be any clear trend when comparing the population density of children and mobility rates in the Town of Stephenville.

Education and Employment

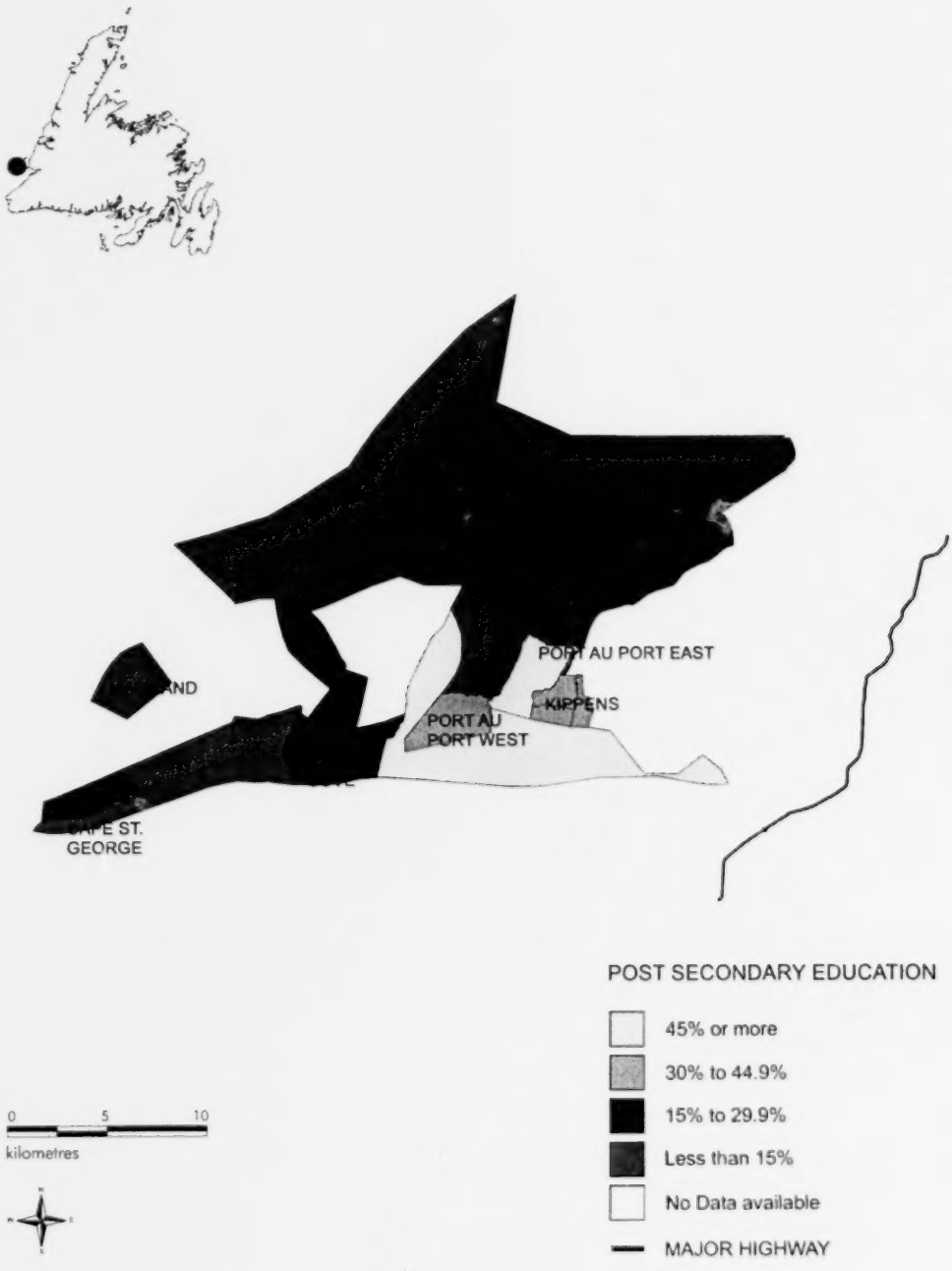
Education levels of residents are considered a crucial part of the socio-economic environment of communities where children grow and develop. Adults in the community with high levels of education are more likely to be employed, less likely to live in poverty, and more likely to serve as positive role models and mentors to their own children and children in the community. Conversely, those with lower education levels may face diminished employment prospects and are more likely to live in poverty. The education levels of parents have been shown to be related to the developmental outcomes of their children.

Problems in neighbourhoods with high unemployment rates may be compounded by higher poverty and lack of supportive resources. These neighbourhood characteristics can impact negatively on a child's environment and his or her overall well-being. For example, research has shown that neighbourhoods with high levels of unemployment can impact negatively on children's behaviour (Kohen, Hertzman, Brooks-Gunn, 1998).

Maps 3A – 3E: Which areas had the highest proportion of people with a post-secondary education?

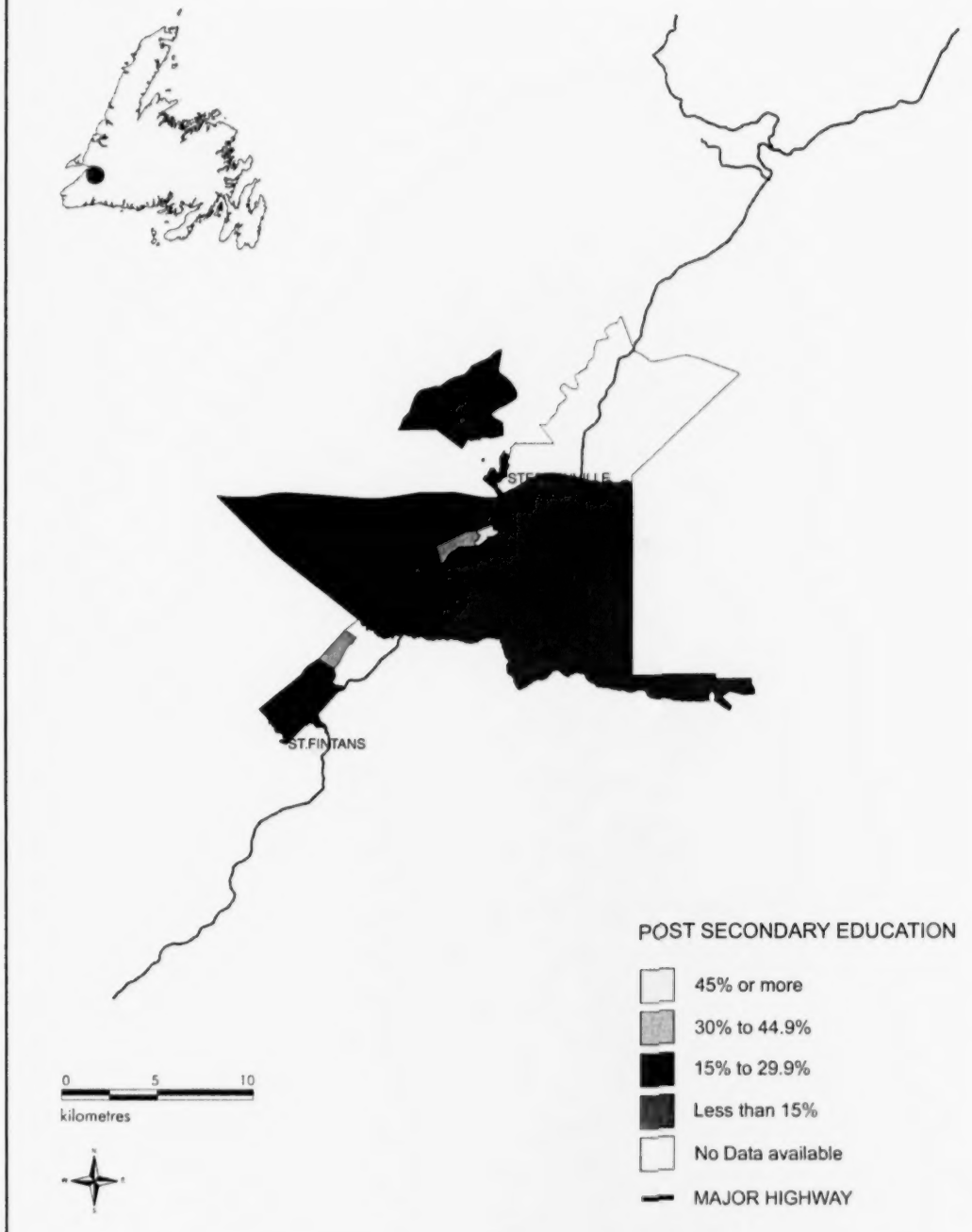
- In Region A (Map 3A), Port au Port East and West – an area with few children – had a high proportion of residents with some form of post-secondary education (45% or more of the population). Kippens – with a higher population of children aged 0-9 – had a moderate proportion of residents with a post-secondary education (30% to 29.9%).
- In Region B (Map 3B), one neighbourhood in the Town of St. George's – an area with a moderate number of children – had a high proportion of residents with post-secondary education (45% or more). A second neighbourhood in St. George's – also an area with moderate numbers of children – had a moderate level of residents with post-secondary education (30% to 44.9%). A third neighbourhood in Bay St. George South – with very few children aged 0-9 – had moderate levels of residents with post-secondary education. The remaining EAs in Region B had low levels of residents with post-secondary education and moderate numbers of children.

Map 3a: Which areas of Region A had the highest proportion of residents with post-secondary education?

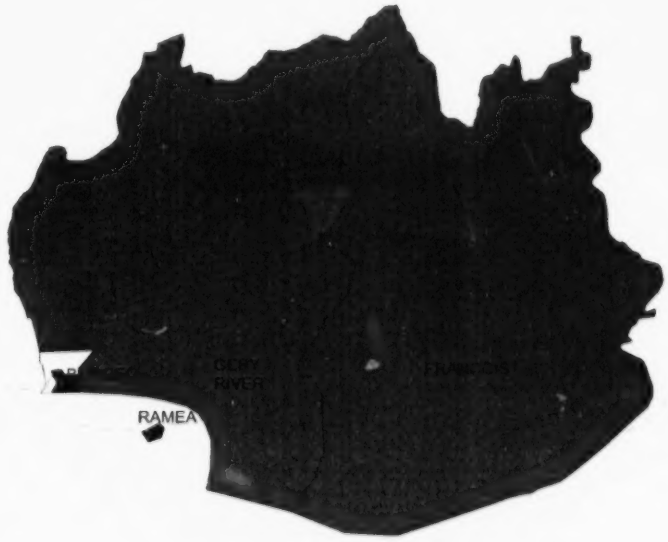


Map 5a: Which areas of Region A had the highest proportion of residents with post-secondary education?

Map 3b: Which areas of Region B had the highest proportion of residents with post-secondary education?



Map 3c: Which areas of Region C had the highest proportion of residents with post-secondary education?



POST SECONDARY EDUCATION

- 15% to 29.9%
- Less than 15%
- No Data available
- FERRY ROUTES

0 10 20
kilometres

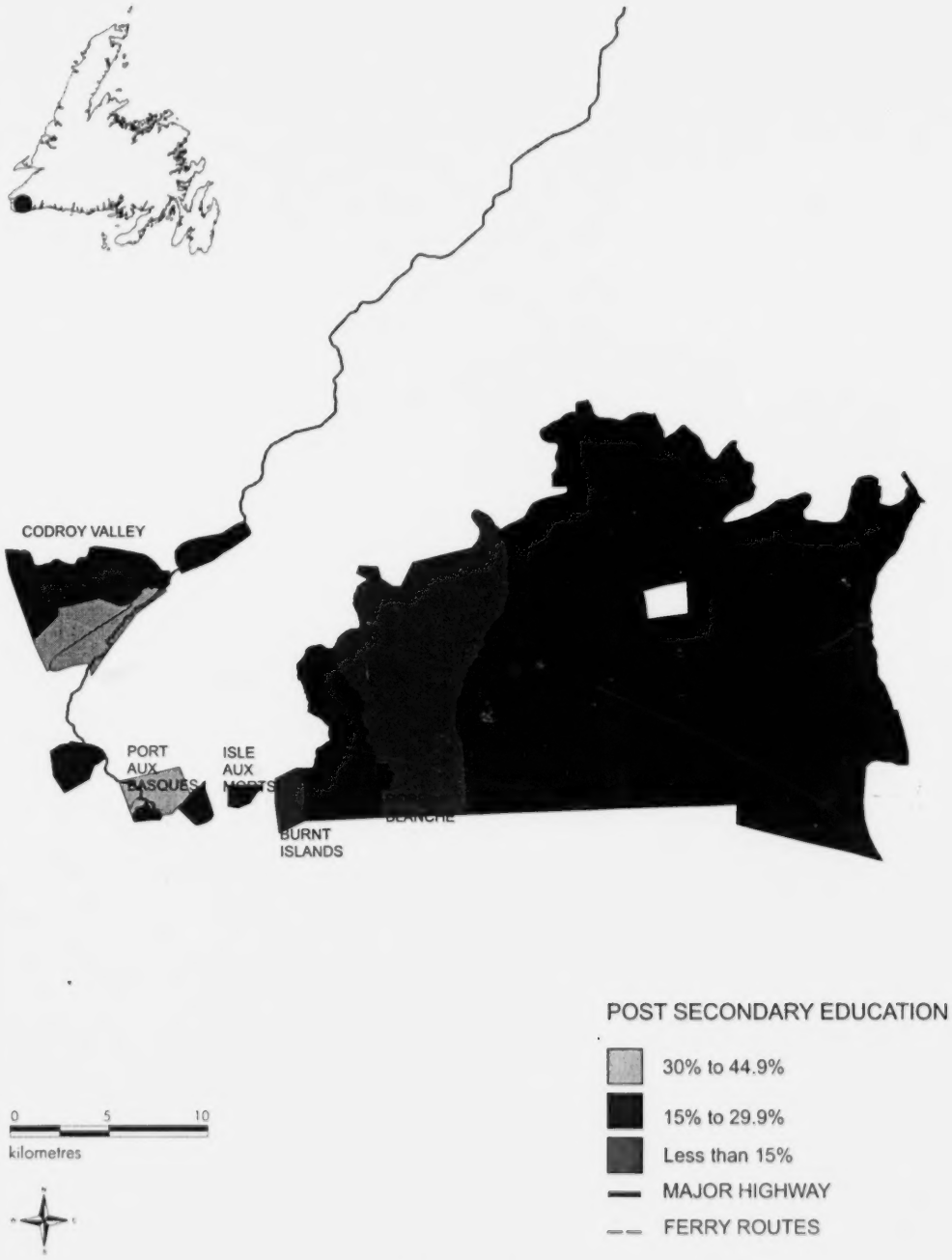
Map 3b: Which areas of Region B had the highest proportion of residents with post-secondary education?

Map 5c: Which areas of Region C had the highest proportion of residents with post-secondary education?

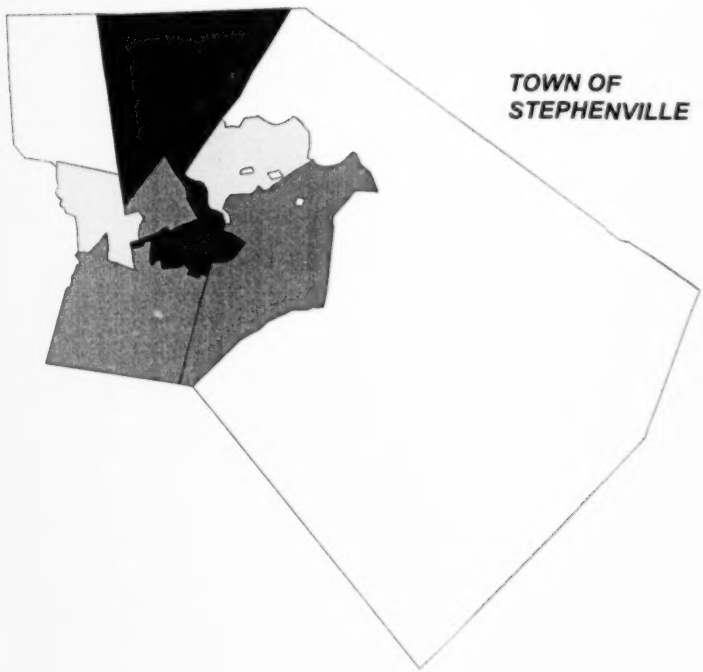
POST SECONDARY EDUCATION

LAPOILE
GRAND BRUIT
ROSE

Map 3d: Which areas of Region D had the highest proportion of residents with post-secondary education?



Map 3e: Which areas of Stephenville had the highest proportion of residents with post-secondary education?



POST SECONDARY EDUCATION

- 45% or more
- 30% to 44.9%
- 15% to 29.9%
- No Data available

0 1 2
kilometres

- In Region C (Map 3C), the Town of Ramea – with moderate numbers of children aged 0-9 – had low levels of residents with post-secondary education (15% to 29.9%). Two EAs in Burgeo had high numbers of children and low levels of residents with post-secondary education. The Towns of Francois and Grey River – communities with very few children – had very low levels of residents with post-secondary education (less than 15% of the population).
- In Region D (Map 3D), there were four EAs that had moderately high levels of residents with post-secondary education (30% to 44.9% of the population). Three of the four EAs had a low number of children, while the EA in Port aux Basques had a higher number of children. The remaining EAs in Region D had lower levels of residents with post-secondary education, along with moderate to few numbers of children.
- Two EAs in the Town of Stephenville (Map 4E) had high levels of residents with post-secondary education (45% or more of the population) and a high number of children. Three EAs had moderate levels of residents with post-secondary education (30% to 44.9%) and high numbers of children. Three EAs, with lower levels of residents with post-secondary education (15% to 29.9%), had moderate to low numbers of children.

Maps 4A – 4E: Which areas had the highest proportion of people *without* a high school diploma?

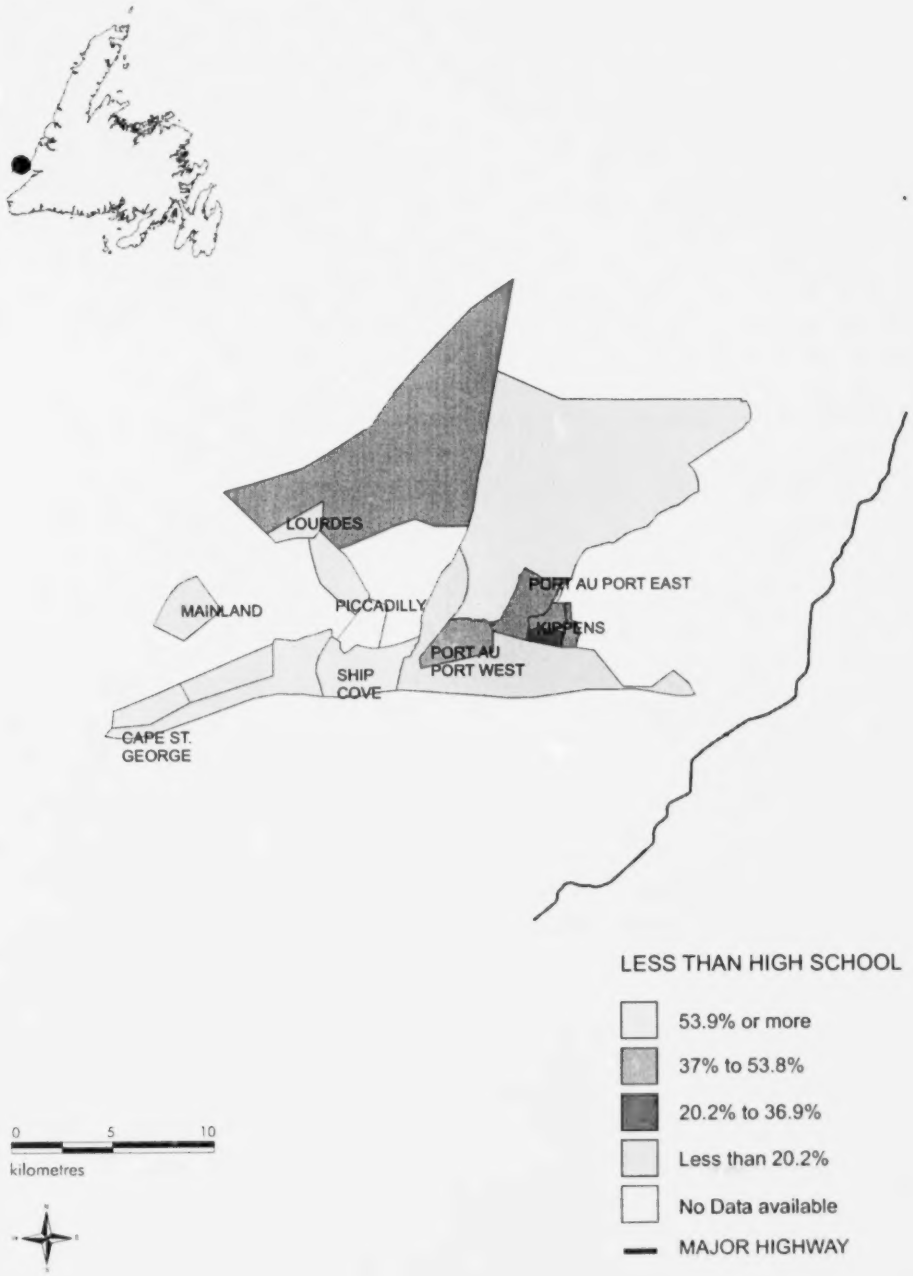
The national average of people without a high school diploma was 35%.

- In Region A (Map 4A) there were a lot of EAs in the Port au Port Peninsula that had high levels of residents without a high school education (37% to 53.8% of the population). The communities of Mainland, Cape St. George, Ship Cove, Piccadilly, Lourdes, along with many towns in between, had high numbers of children (see Map 1A) and extremely high levels of adults that did not complete high school (53.9% or more). In Kippens – a town with a lot of children – a middle proportion of residents did not complete high school (20.2% to 36.9%). Port au Port West had fewer residents without a high school diploma, but they also had fewer children.
- In Region B (Map 4B) there were very high levels of residents that did not have a high school education (53.9% or more of the population). One neighbourhood had lower levels of residents without a high school education, but it also had fewer children. The remaining areas, where most of the children live had mid to high levels of residents without a high school diploma (between 20.2% to 53.8%).
- In Region C (Map 4C), all EAs with available data had high levels of residents without a high school diploma (37% to 53.8%); two of these areas were where most of the children lived (Burgeo and Ramea).
- Region D (Map 4D), with high numbers of children in four neighbourhoods in the town of Port aux Basques had high and middle levels of residents without a high school education (between 20.2% to 53.8%). The remaining areas, with fewer children, had high-middle levels of residents without a high school diploma.
- In Stephenville (Map 4E), EAs with more children had moderate levels of residents without a high school diploma (20.2% to 36.9%).

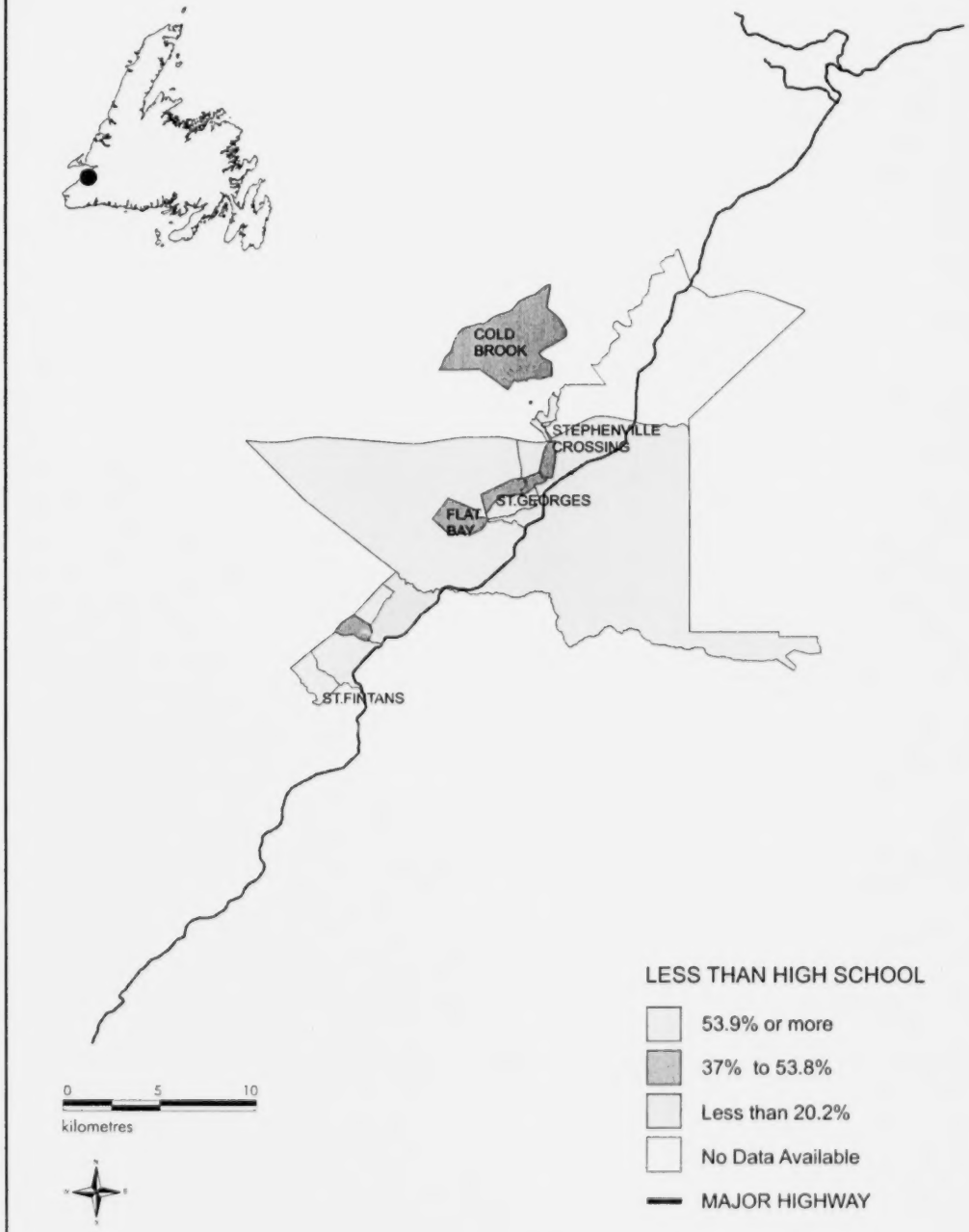
Maps 5A – 5E: What were the unemployment rates in Southwestern Newfoundland?

The national unemployment rate was 10%.

Map 4a: Which areas of Region A had the highest proportion of residents with less than a High School diploma?



Map 4b: Which areas of Region B had the highest proportion of residents with less than a High School diploma?

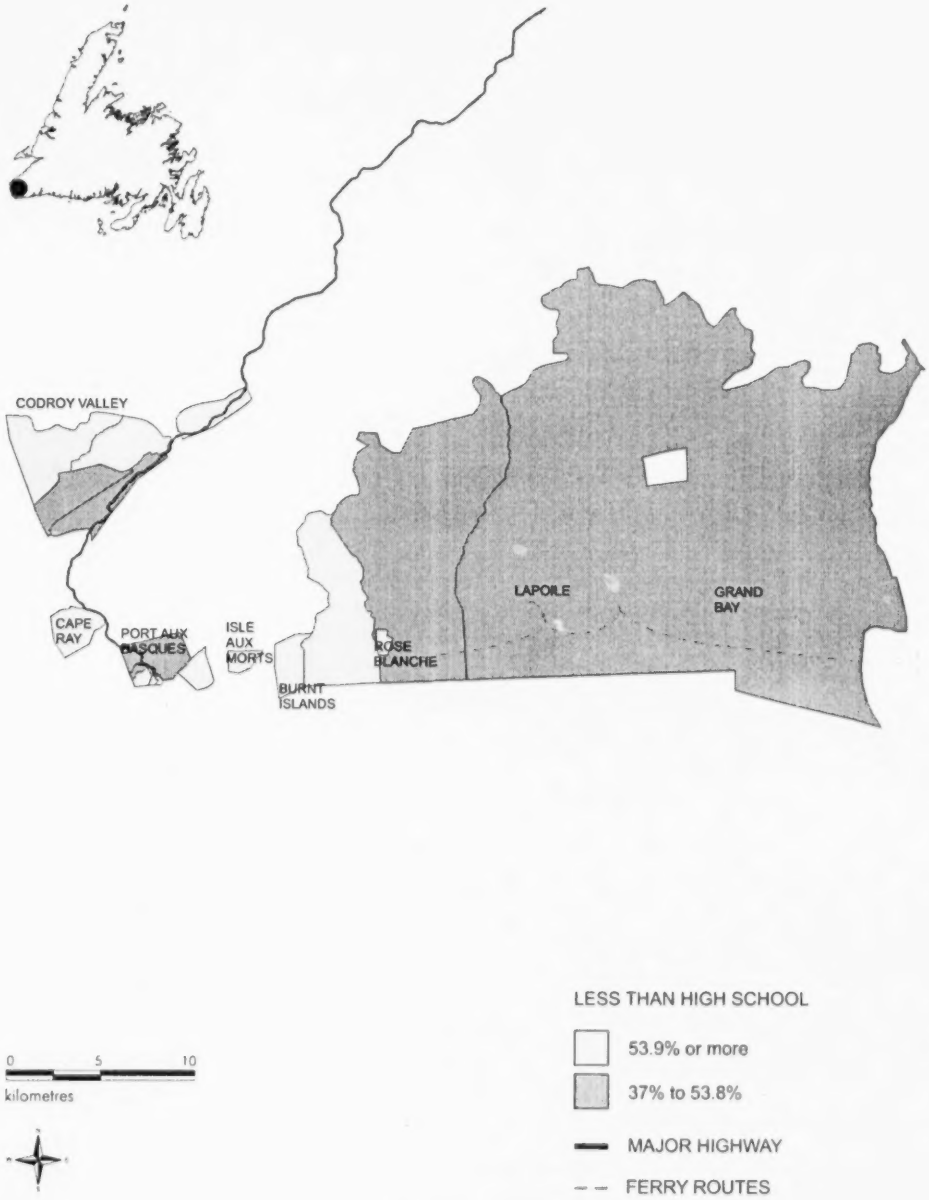


Map 4c: Which areas of Region C had the highest proportion of residents with less than a High School diploma?

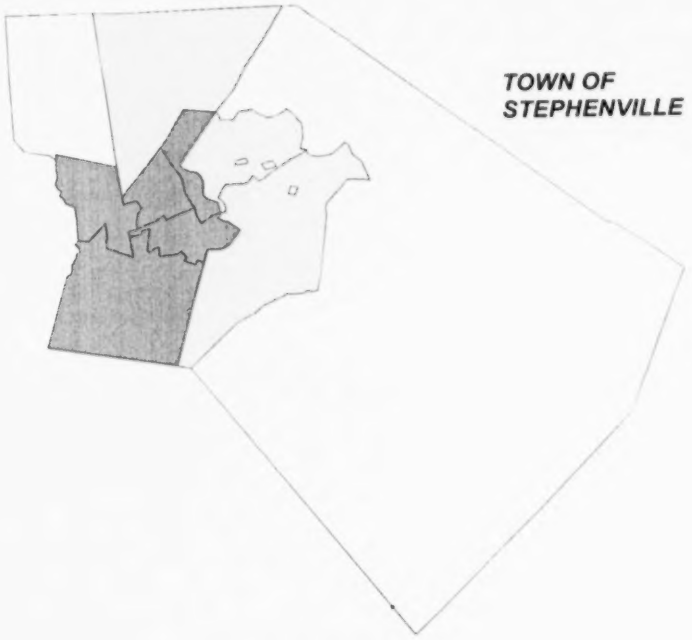
0 10 20
kilometres

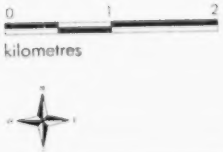
LESS THAN HIGH SCHOOL
53.9% or more
No Data Available
FERRY ROUTES

Map 4d: Which areas of Region D had the highest proportion of residents with less than a High School diploma?



Map 4e: Which areas of Stephenville had the highest proportion of residents with with less than a High School diploma?





LESS THAN HIGH SCHOOL

- 53.9% or more
- 37% to 53.8%
- No Data available

Map 5a: What was the unemployment rate in Region A?

Map 5b: What was the unemployment rate in Region B?

0 5 10
kilometres

UNEMPLOYMENT RATE

22.3% or more

No Data Available

Map 5c: What was the unemployment rate in Region C?

0 5 10
kilometres

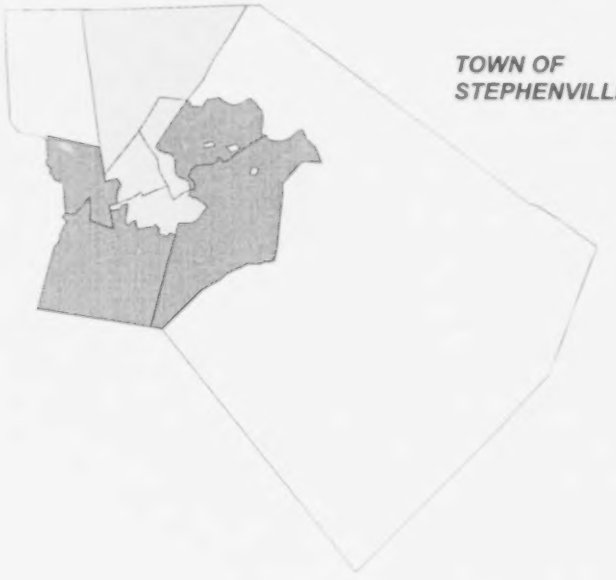
UNEMPLOYMENT RATE

22.3% or more

No Data Available

Map 5d: What was the unemployment rate in Region D?

Map 5e: What was the unemployment rate in Stephenville?



UNEMPLOYMENT RATE

- 22.3% or more
- 11% to 22.2%
- No Data Available

- In Region A (Map 5A), three neighbourhoods – two of them in Kippens and one in Port au Port East – had moderately high unemployment rates (11% to 22.2%). All remaining areas of this region had high levels of unemployment (22.3% or more of the population).
- In Region B (Map 5B), all of the communities had high unemployment levels (22.3% or more of the population).
- Region C (Map 5C), had unemployment levels of 22.3% or more.
- In Region D (Map 5D), high unemployment levels were again predominant in this region.
- In Stephenville (Map 5E), children were living in the highest unemployment areas as well as areas with moderate unemployment.

Household Incomes

Maps 6A – 6E: What was the average household income in Southwestern Newfoundland neighbourhoods?

Adequate household income is essential to purchase goods and services, to access resources (through transportation, for example) and to benefit from cultural resources such as books and theatres. Neighbourhoods in which a high number of residents live in poverty can pose challenges to families and children, service providers and policy makers. Such areas may lack resources, and through the process of isolation and segregation, residents can be deprived of interaction with mainstream social networks and role models. These neighbourhoods may also experience overcrowding, lower levels of safety and a less desirable physical environment.

Average Household Income

- In Region A (Map 6A), the average household income was $32,613.
- In Region B (Map 6B), the average household income was $30,281.
- In Region C (Map 6C), the average household income was $30,634.
- In Region D (Map 6D), the average household income was $33,375.
- In Stephenville (Map 6E), the average household income was $35,098.

Family Structure

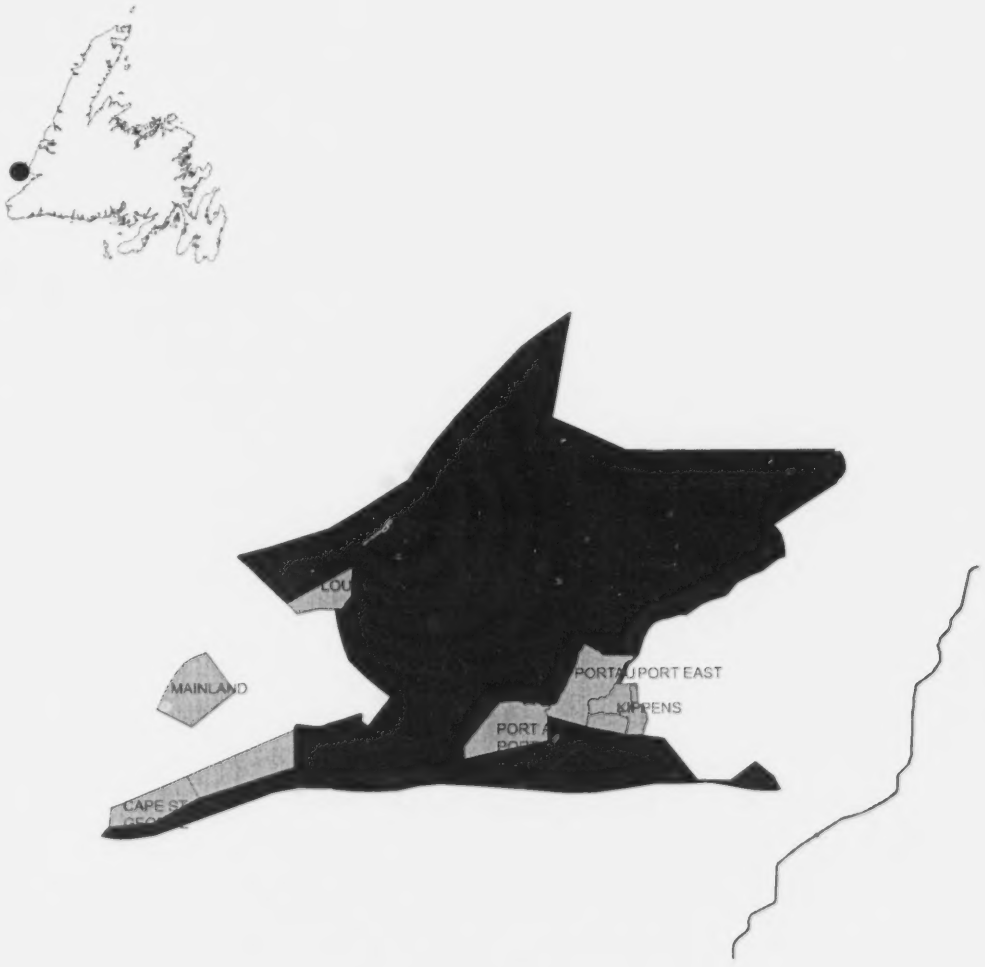
While most children from lone parent households do well, research has shown that a higher proportion of children with cognitive and behavioural problems come from lone parent families (Lipman, Boyle, Dooley, & Offord, 1998; Ross, Roberts, & Scott, 1998). In addition, a higher incidence of two-parent families in a neighbourhood has been linked to healthier child and adolescent development (Brooks-Gunn, Duncan, Klebanov, & Sealand, 1993).

Maps 7A – 7E: Which areas in Southwestern Newfoundland had the highest proportion of families with children headed by a lone parent?

The national average rate of lone parent families is 22% of all families.

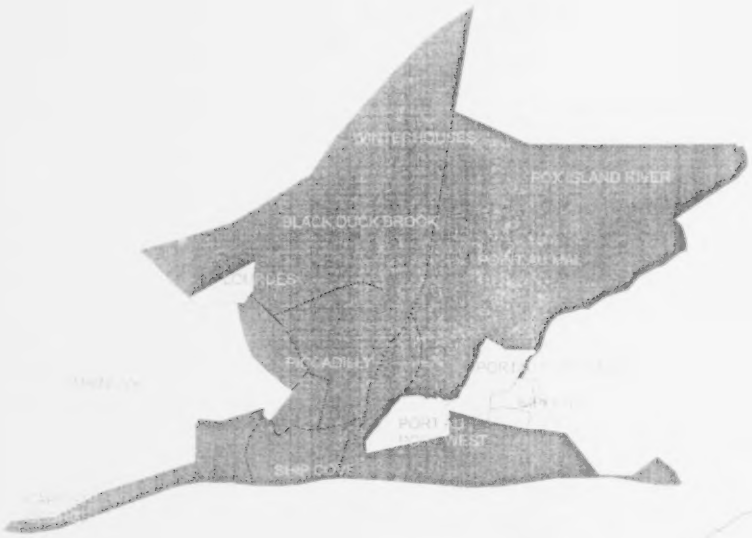
- Region A (Map 7A) – Two EAs in Kippens with the highest number of children had both high household incomes and lower numbers of lone parents. Several other areas with children in this region had lower rates than the national average of lone parent families, although their unemployment rates were very high and they had high numbers of residents with less than a high school education. The

Map 6a: What was the average household income in Region A?



Map 6b: What was the average household income in Region B?

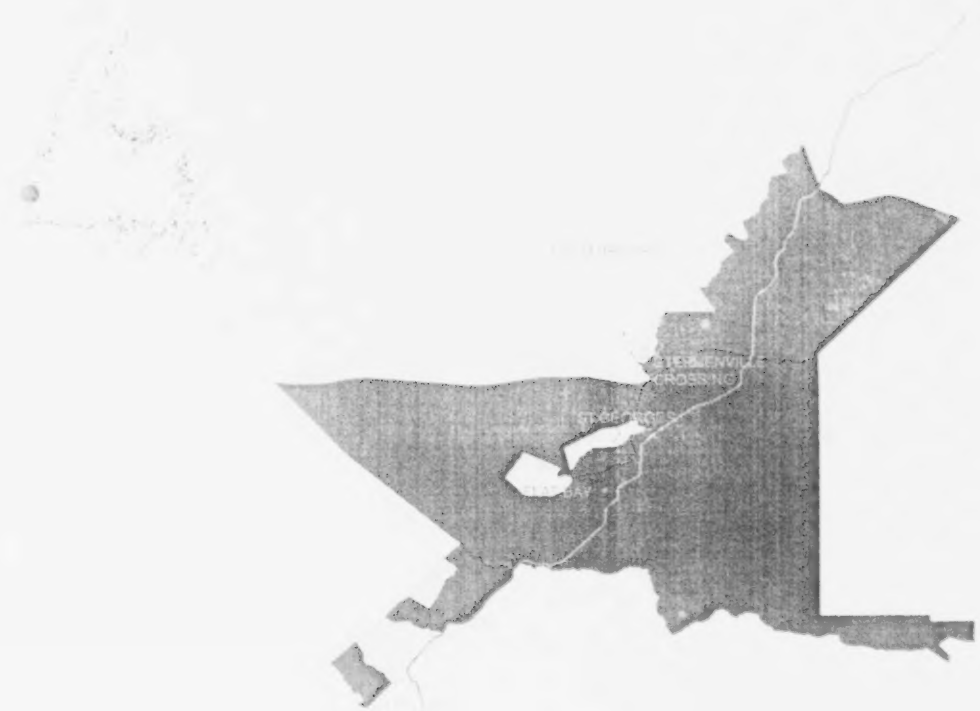
Map 6a: What was the average household income in Region A?



AVERAGE HOUSEHOLD INCOME

- $45,729 to $67,131
- $24,349 to $45,728
- $24,345 or less
- MAJOR HIGHWAY

Map 6b: What was the average household income in Region B?



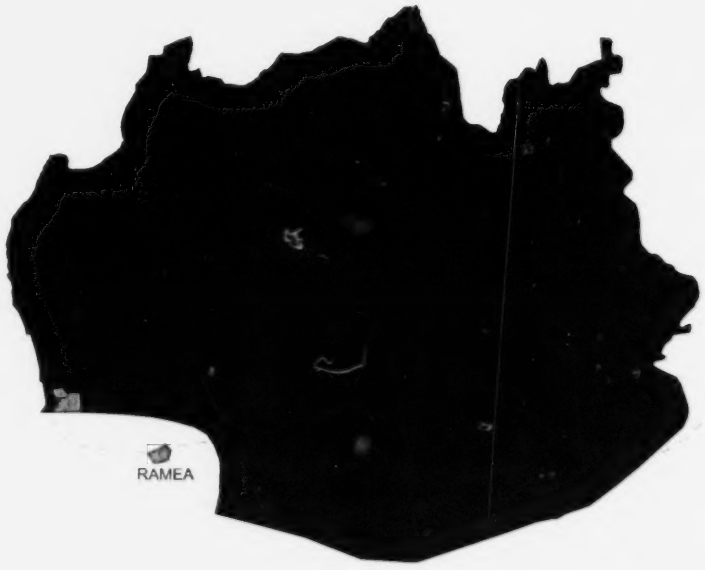
AVERAGE HOUSEHOLD INCOME

$24,346 to $45,738

$24,346 or less

MAJOR HIGHWAY

Map 6c: What was the average household income in Region C?



AVERAGE HOUSEHOLD INCOME

$24,346 to $45,738

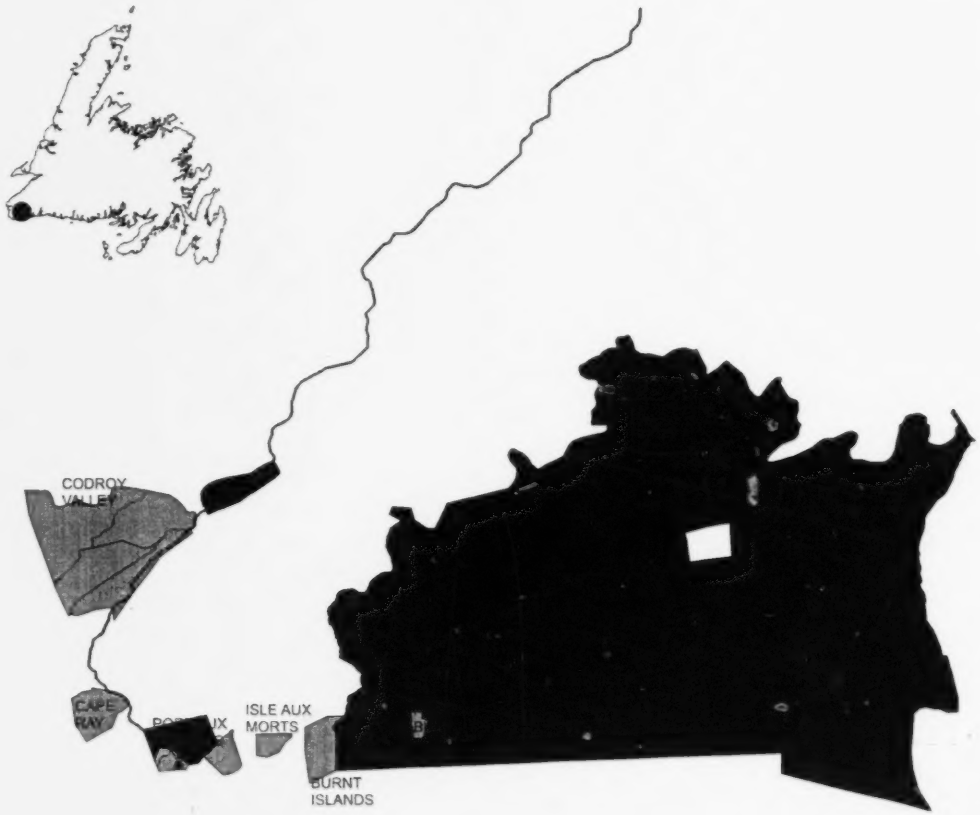
$24,345 or less

FERRY ROUTES

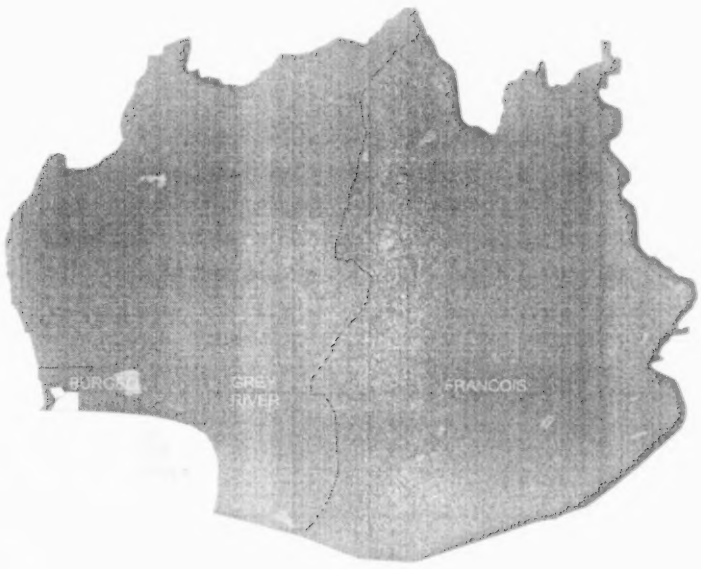
0 5 10

kilometres

Map 6d: What was the average household income in Region D?



Map 6c: What was the average household income in Region C?



AVERAGE HOUSEHOLD INCOME

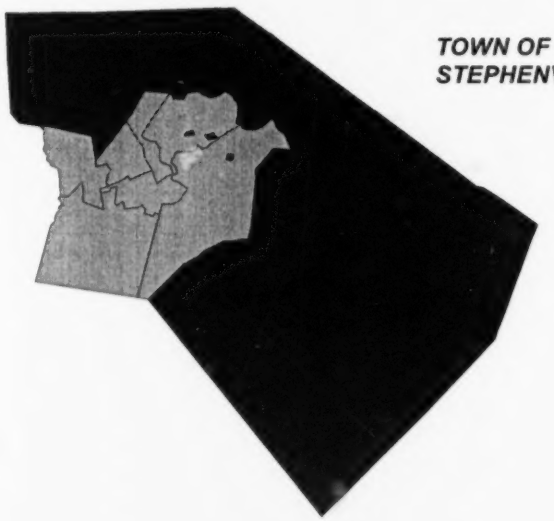
$24,346 to $45,738

$24,345 or less

FERRY ROUTES

Map 64: What was the average household income in Region D?

Map 6e: What was the average household income in Stephenville?



AVERAGE HOUSEHOLD INCOME

- $45,739 to $67,131
- $24,346 to $45,738
- $24,345 or less

0 0.5 1
kilometres

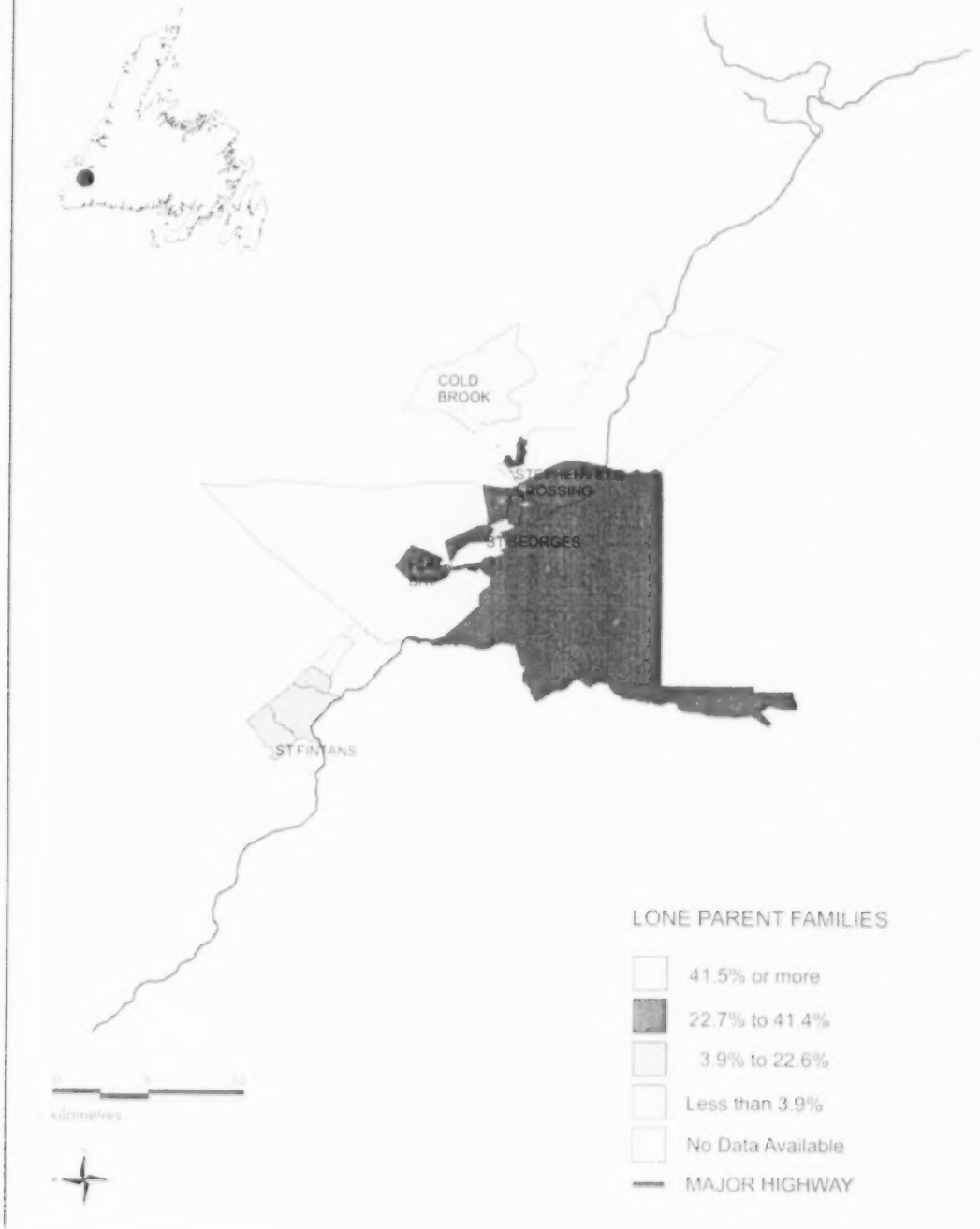
Map 7a: What areas of Region A had the highest proportion of families with children headed by a lone parent?

LONE PARENT FAMILIES

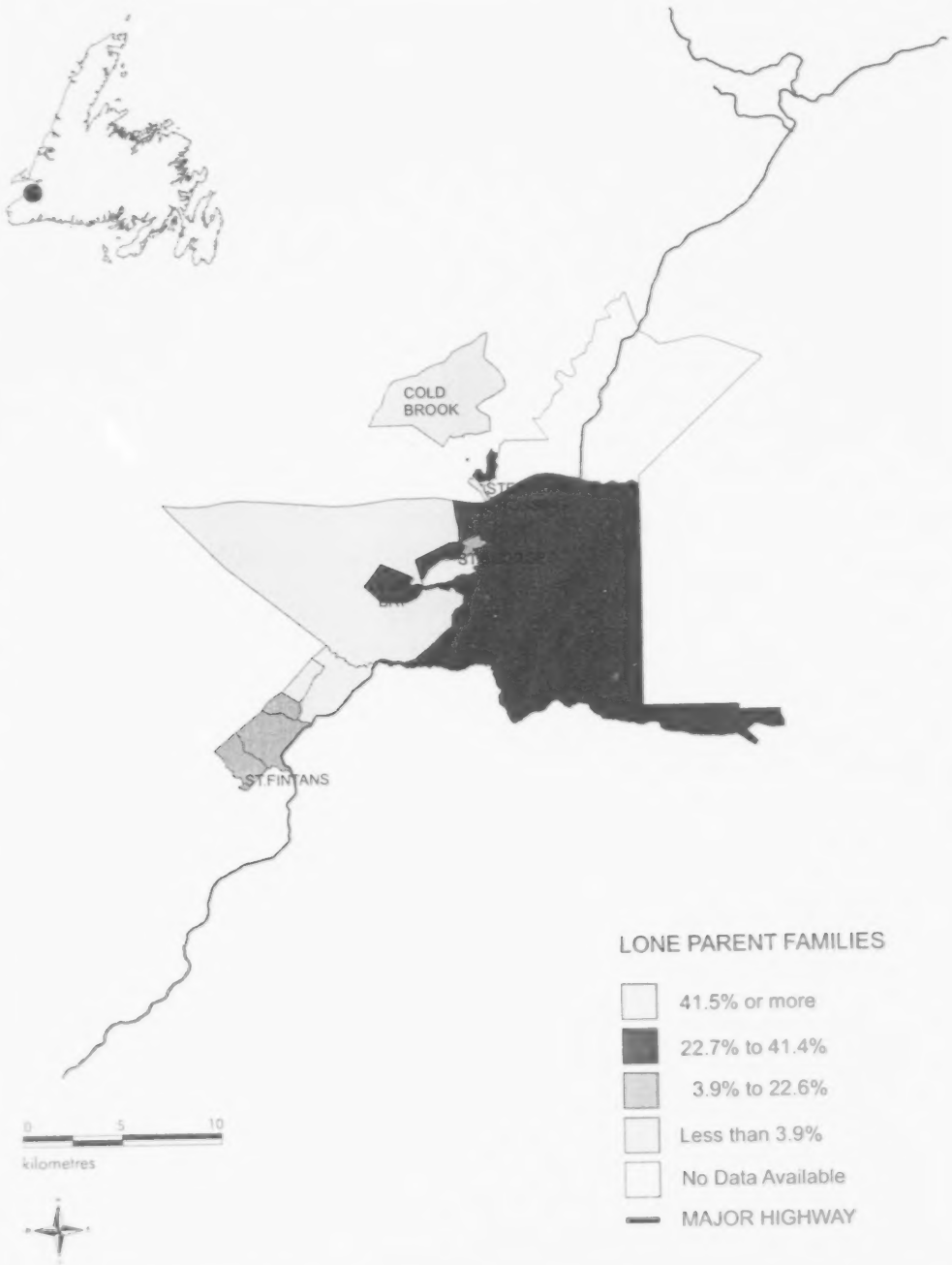
- 41.5% or more
- 22.7% to 41.4%
- 3.9% to 22.6%
- Less than 3.9%
- No Data Available
- MAJOR HIGHWAY

0 5 10
kilometres

Map 7b: What areas of Region B had the highest proportion of families with children headed by a lone parent?



Map 7b: What areas of Region B had the highest proportion of families with children headed by a lone parent?



Map 7c: What areas of Region C had the highest proportion of families with children headed by a lone parent?

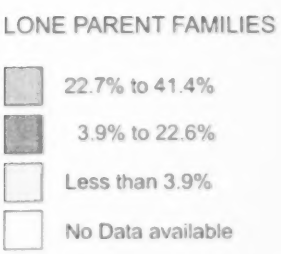
LONE PARENT FAMILIES

- 3.9% to 22.6%
- Less than 3.9%
- No Data Available
- FERRY ROUTES

0 10 20
kilometres

Map 7d: What areas of Region D had the highest proportion of families with children headed by a lone parent?

Map 7e: What areas of Stephenville had the highest proportion of families with children headed by a lone parent?



areas surrounding Lourdes, Cape St. George and Piccadilly had above the national average of lone parent families.

- Region B (Map 7B) – Stephenville Crossing and St. George's had a very high proportion of lone parent families (22.7% to 41.4% of families).
- Region C (Map 7C) – All areas of this region were below the national average of 22% for lone parent families.
- Region D (Map 7D) – Several areas of this region, with higher numbers of children, were below the national average for lone parent families.
- Stephenville (Map 7E) – Neighbourhoods with children had a higher rate of lone parent families than the national average.

Ethnic and Linguistic Diversity

- The number of immigrants in Southwestern Newfoundland was so low that it was not included in this study.
- 99.9% of the population in Southwestern Newfoundland spoke either English or French.

Aboriginal Population

- Region A had 4% Aboriginal population.
- Region B had 13% Aboriginal population.
- Regions C and D had no Aboriginal population.
- 3% of the town of Stephenville's population was Aboriginal.

In Region B there were two Native Band Councils addressing the needs of the Aboriginal population. One council was located in St. George's and the other was located in Flat Bay. Services offered through the native councils include advocacy work, promotion of cultural preservation and employment counselling.

Putting It All Together: Creating a Social Index

A social index was developed by the national UEY Initiative to help provide a composite picture of neighbourhoods within the broader community and the number of potential challenges they faced.

Nine variables were selected for their usefulness in describing the socio-economic context of communities, encompassing measures in the areas of education, employment and income level. Each variable was then compared with the national average, which provided a threshold for evaluating the neighbourhoods. In other words, "Are children in this particular neighbourhood or community at high risk or low risk?" In addition, this method enables us to make comparison within a community, among communities, and at the same time, to compare a particular community to the country as a whole (refer to Appendix A for a description on how the Social Index was developed).

Four categories were established:

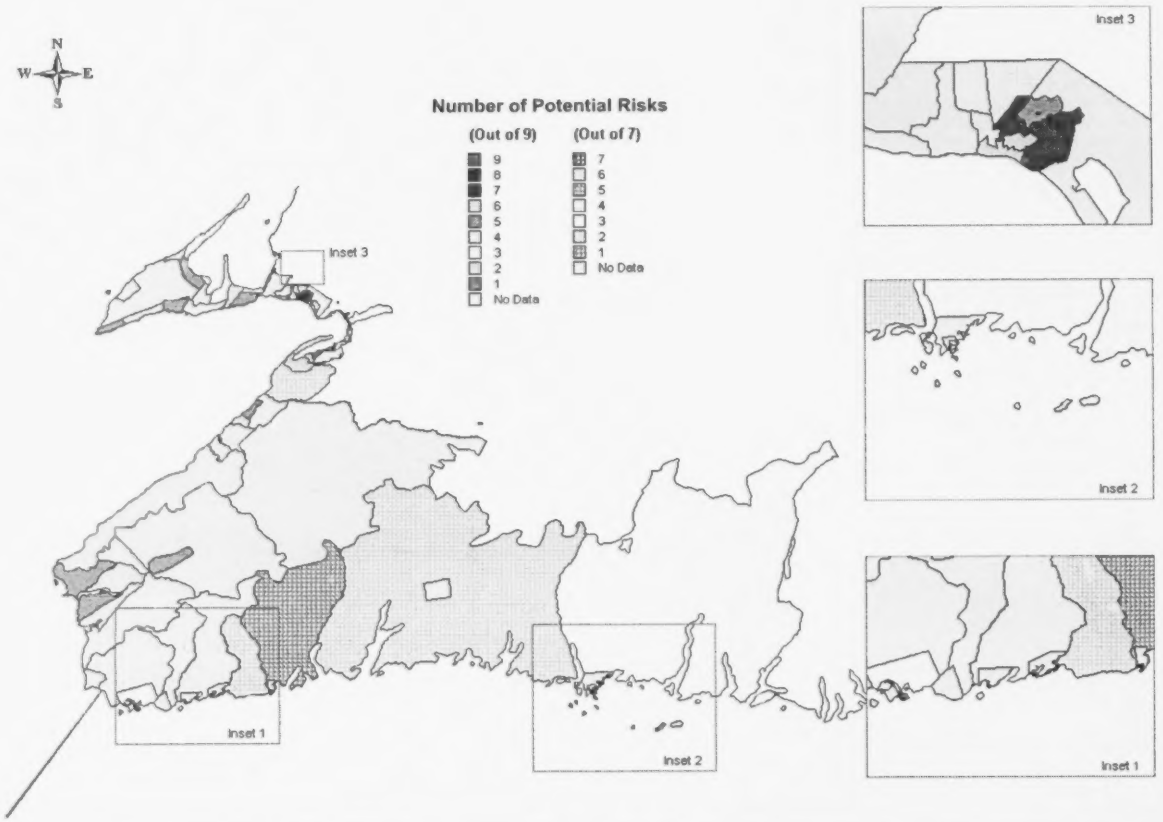
- Low-risk (one or two challenges);
- Somewhat low-risk (three or four challenges);
- Somewhat high risk (five or six challenges); and
- High risk (seven or more challenges).

Map 8: What did the social index tell us about Southwestern Newfoundland?

- **Region A** – Four EAs in this region were considered to be moderately at risk areas with five challenges present. These EAs were in Port au Port West, Piccadilly, and the communities around Cape St. George.

- **Region B** – Six EAs in this region were considered to be moderately high risk areas with 5 or 6 challenges. These high-risk areas were where the most children lived, and included:
  - All of the town of Stephenville Crossing was at moderately high risk;
  - Most of the town of St. George's;
  - The town of Flat Bay; and
  - One area of Bay St. George South.
- **Region C** – No EAs in this region were considered to be high risk. The communities of Ramea and Burgeo, where most of this region's children lived, were moderately low-risk areas.
- **Region D** – Two EAs in the Codroy Valley area, along with two neighbourhoods in the town of Port aux Basques were considered moderately high risk neighbourhoods (5 challenges). The Codroy Valley, however, contained few children while the two Port aux Basques EAs had a lot of children. The remaining neighbourhoods were considered to be low or moderately low risk areas, with four or less challenges present.
- **Town of Stephenville** – All neighbourhoods of Stephenville, except two, were moderately high (5 or 6 challenges) to high risk areas (7 or more challenges). Therefore, most of the children were living in higher risk areas.

Map 8: What did the Social Index tell us about Southwestern Newfoundland?



IV. The Physical Environment in Southwestern Newfoundland

In the research exploring community effects on children's development, the physical characteristics of neighbourhoods have received little attention. However, the quality of the physical environment in a community can affect the health and well-being of families and children. For example, children living in poorer environments are more likely to live in homes that are not well-maintained or in need of major repairs (Ross, Scott, & Kelly, 1999.

The neighbourhood observations component of the Community Mapping Study was designed to assess the physical and infrastructure aspects of the community. It looked at factors that may affect the development and behaviour of children, such as the quality of homes, street lighting conditions and traffic volume, and presence and amount of parks and green space. Refer to Appendix B for the full results of the neighbourhood observations in Southwestern Newfoundland.

This section of the community mapping study report focuses on the quality of the physical environment, looking in particular at the following aspects of the physical environment in Southwestern Newfoundland:

- Traffic patterns;
- Presence of garbage or litter;
- Presence of parks and green space; and
- Physical characteristics in the community such as the condition of buildings.

Traffic Patterns

Injuries, many of which are caused by motor vehicle accidents, are one of the leading causes of death for children and youth across the country. Crossing main streets or busy roads can present a greater risk to children.

A good road network and free flowing traffic are essential for movement and access; however, if not well designed, it can impact on the lives of young children. For example, greater exposure to traffic (as measured by the number of streets crossed on a child's way to and from school) has been positively correlated with injury rates for children. Traffic related injuries have been reported to be higher for boys than girls (MacPherson, Roberts, & Pless, 1998).

How did traffic flow through Southwestern Newfoundland?

Traffic volume was very low in Southwestern Newfoundland (traffic volume on neighbourhood roads was assessed by tracking the number of cars that passed by per minute). An exception is in areas where the Trans Canada Highway passes through communities in Region B and Region D. In addition, one EA in Stephenville had very heavy traffic flow. With a moderate number of children living within its borders, this EA had six out of nine risk factors on the Social Index Scale.

Litter

Which areas had the most litter present?

- Region A – There was a bit of litter present where most of the children aged 0-9 lived. Two small sections of this region in Kippens and Lourdes had more litter.
- Region B – Very little litter was found, except one pocket in Stephenville Crossing, where

there was quite a bit of litter. In this particular area, a high risk EA according to the Social Index, there was a large number of children aged 0-9.

- Region C – Two of the four EAs in Region C, Ramea and Burgeo, had some litter present. These sections were where most of the children aged 0-9 lived in this region.
- Region D – This region had a number of areas with litter present, but one of the areas with a lot of children had no litter present.
- Stephenville – There was a bit of litter where most of the children aged 0-9 lived. The area in Stephenville with a lot of litter present was an industrial section where no children lived.

It is important to note that while garbage or litter was present in the observation area, this may not indicate the presence of litter in the entire community. For example, the Town of Ramea is made up of one EA. While garbage was noticed in the main section where a lot of teenagers hung out, this observation does not mean that the entire community was full of litter.

Parks and Green Spaces

There were few playgrounds in Southwestern Newfoundland, and the quality and safety of many of these playgrounds' equipment were causes for concern.

- On the Port au Port Peninsula (Region A), the playground in Kippens and the playground in Port au Port East were in very good condition. Other communities in the region stated that there was no available public funding for upkeep of these areas.
- In Stephenville Crossing (Region B), the playground had no grass and nearly all the equipment was in very poor condition.
- The playgrounds in Ramea and Burgeo (Region C) were quoted by observers as being in good condition and maintained on a regular basis.
- In the Port aux Basques area (Region D) the playgrounds were observed to be in very good condition.
- In other areas of Region C and D (other than Port aux Basques, Ramea and Burgeo), the playgrounds either had no equipment or very old and dilapidated equipment. It was the feeling of observers that these playgrounds would not pass a provincial standard inspection.
- The equipment in playgrounds in Stephenville (Region E) were found to be in very bad shape. The equipment is old and rusty and some of the play structures are close to collapse. The Town of Stephenville plans to dismantle the 12 tot lots in order to build one "Super Playground." Unfortunately, the existing tot lots were located in areas where the most children lived, leaving some families without the means to use this new "Super Playground."

Condition of Buildings

The overall condition of buildings in Southwestern Newfoundland was good and not a major concern. However, there were a few buildings in the industrial area of Stephenville that were vacant, requiring either repair or removal. A lot of these buildings are part of the American Armed Forces Base that were donated to the town. Some of these buildings have been demolished while others have been sold. The town has been addressing this issue in the past couple of years and the Town Council continues to deal with it.

V. Neighbourhood Resources in Southwestern Newfoundland

This section of the community mapping study report looks at the distribution of resources in the neighbourhoods of Southwestern Newfoundland and discusses the implications of these findings.

Theories based on neighbourhood resources view the community itself as a resource for human development. Such theories imply that increased – as well as appropriate – availability of programs and services will lead to: enrichment of experiences; more opportunities for development; the support of social networks; and fewer chances of developing problems. Scarcity of resources, on the contrary, can result in reduced opportunities for enrichment, lack of supportive environments, and a higher need for preventive and corrective action.

The provision of services can be expensive and labour intensive, therefore it is essential to have the best mix and right coverage of services based on their impacts on families and children (see Jencks & Mayer, 1990, for a review of the theories on neighbourhood influence).

A community can help serve its residents by offering a range of programs and services to meet the needs of children. Programs can serve a variety of purposes. These programs may offer opportunities to increase a child's or parent's quality of life through a learning or recreational experience, while at the same time increasing access to social networks of support.

Eight program categories considered an important influence on child development outcomes are examined in this section of the report:

- Early Learning and Care;
- Family Resources;
- Community-Based Educational Resources;
- Services for Children at Risk and Children with Special Needs;
- Health and Wellness Programs and Services;
- Sports, Recreational Facilities, Parks and Playgrounds;
- Entertainment and Cultural Resources; and
- Other Key Community Resources.

In order to examine the neighbourhood resources in Southwestern Newfoundland, community researchers first created an inventory of programs, then contacted these organizations and agencies to collect information about: the types of services they offered; the intended recipients; barriers to participation; and areas of concern. (Refer to Appendix C for a more detailed description of the design and results of the Community Program Survey).

Early Learning and Care

A child's readiness to learn at entry to formal schooling is an important indicator of his or her future academic and social success, which in turn can influence his or her life-long prospects for employment and financial security. Educational programs for young children that enhance their physical, social, emotional and cognitive development help provide the foundation for later learning.

Preschools and Kindergarten

Participation in learning-based preschool programs can lead to achievement gains, and in some cases, gains in self-esteem, motivation and social behaviour (Westchester Institute for Human Services, 2000). Kindergarten programs also have the potential to increase a child's readiness for learning, thereby enhancing his or her lifelong academic and personal development. However, in order for these programs to be effective, they need to be developmentally appropriate and responsive to the experience, backgrounds and needs of the students (Doherty, 1997).

Preschools are early childhood learning and care centres that offer children the opportunity for play-based learning. For some children, attendance at preschool may be their first exposure to a structured learning environment.

Kindergarten programs in Southwestern Newfoundland, providing children with their first experience in the school system, offer a variety of learning activities in a structured environment. In Newfoundland, a child typically enters Kindergarten at age 5. A child can enter Kindergarten at age 4 as long as he or she will reach their fifth birthday by December. The program typically operates during 50 percent of the school week.

Maps 9A – 9E: In which areas did children and families have the greatest access to early childhood educational resources?

Preschool Programs

There were very few preschools found in Southwestern Newfoundland (refer to maps 9A – 9E). In the Southwestern Region of Newfoundland there was one nursery school in Stephenville that charged fees and a play school that is open to children ages two to four. One Co-op Preschool operated in Stephenville Crossing, offering reduced fees.

Two licensed French preschools were located on the Port au Port Peninsula. The remaining preschools in the region were unlicensed with no fee and offered some transportation subsidies. They were located in:

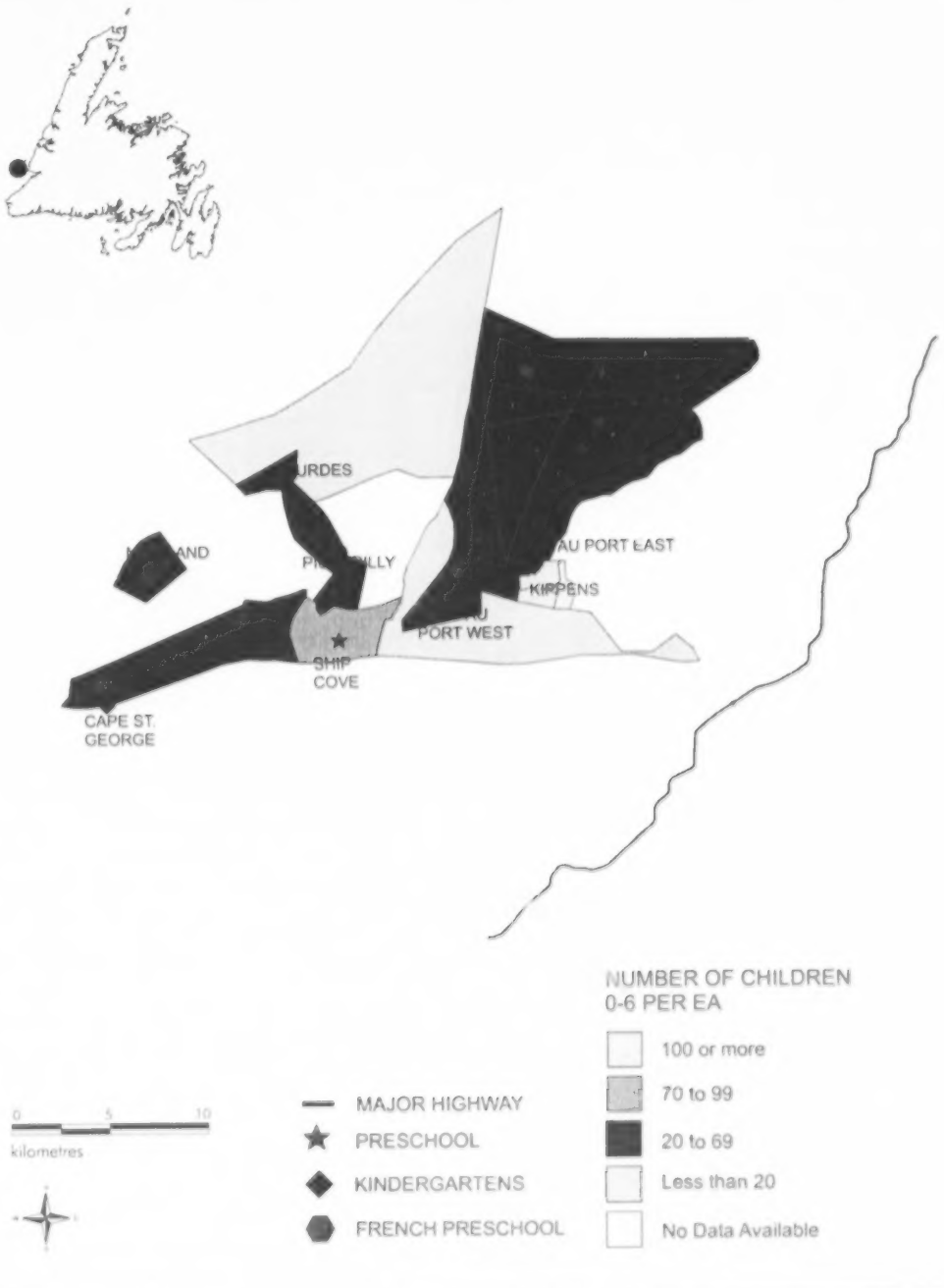
- Port aux Basques - St. James Elementary School;
- St. Anne's - Codroy Valley;
- Cassidy Memorial - St. Fintan's;
- St. Michaels - Rose Blanche;
- Le Gallais - Isle aux Morts;
- Burgeo - Community Centre; and
- Ramea - St. Boniface.

These unlicensed preschool programs were run by volunteers, many of them parents who expressed concerns about how to handle children's behavioural issues.

A few areas had no preschool programs at all including St. George's, Flat Bay and no English programs on the Port au Port Peninsula.

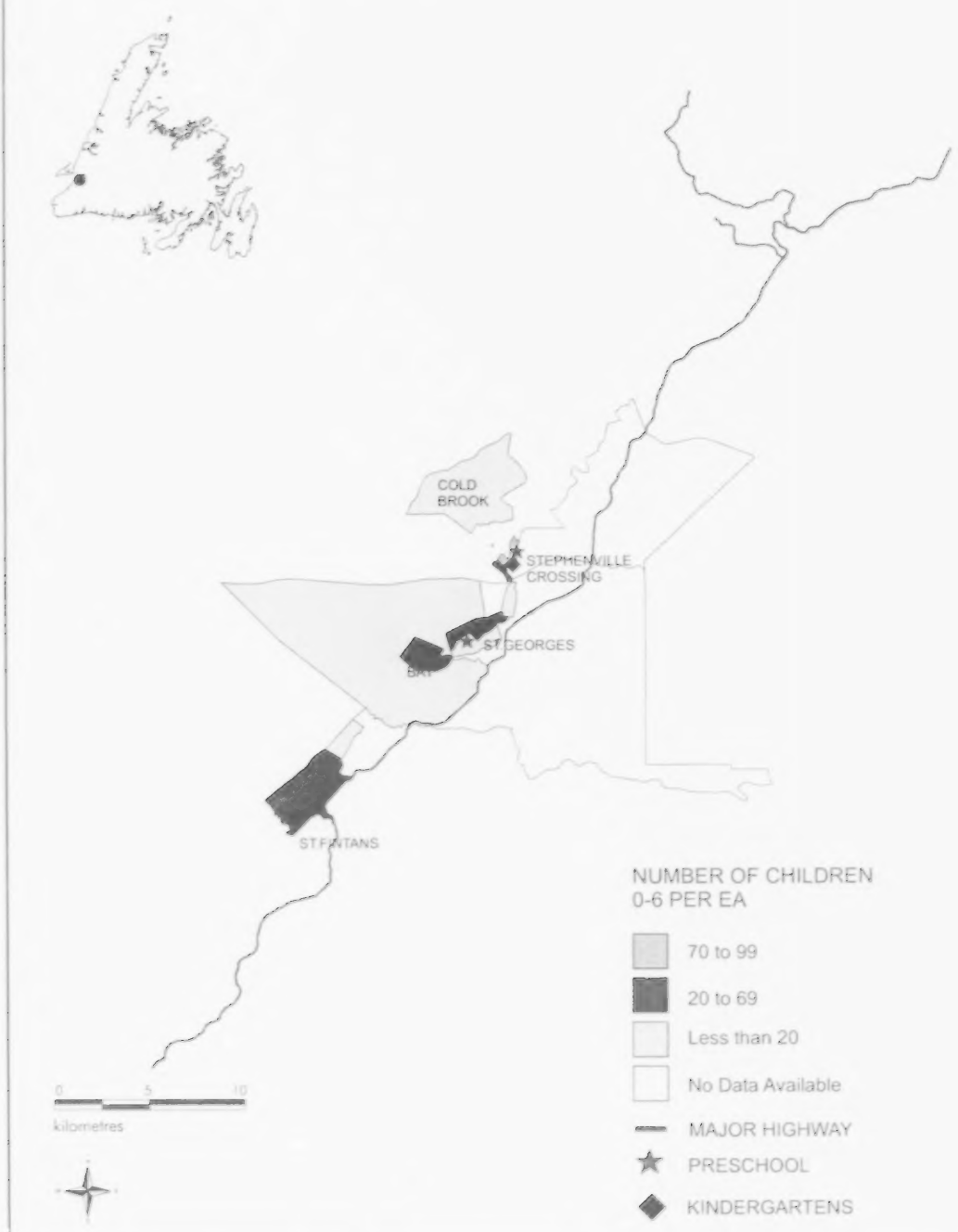
The Community Action Program for Children (located in Stephenville) is responsible for overseeing Family Resource Centres (FRC), for children aged 0-6 and their families (refer to the subsequent section on Family Resource Programs for a more complete description of their programs and services). They offered six-week Pre-Kindergarten Readiness Programs in areas where no Pre-Kindergarten Programs existed to address the needs of families who could not afford to pay or were not eligible for fee subsidies. These programs, located in Ship Cove FRC, St. Thomas Aquinas School in Port au Port East, St. George's FRC, Flat Bay FRC and Stephenville FRC, do not have transportation subsidies for families – a major issue given the large geographic area. A proposal to the provincial department of Human Resources and Employment for a transportation budget was approved as a one-

Map 9a: In which areas of Region A did children have access to preschool and kindergarten?



Map 9a: In which areas of Region A did children have access to preschool and kindergarten?

Map 9b: In which areas of Region B did children have access to preschool and kindergarten?



Map 9c: In which areas of Region C did children have access to preschool and kindergarten?

NUMBER OF CHILDREN
0-6 PER EA

- 70 to 99
- 20 to 69
- Less than 20
- No Data Available
- FERRY ROUTES
- PRESCHOOL
- KINDERGARTENS

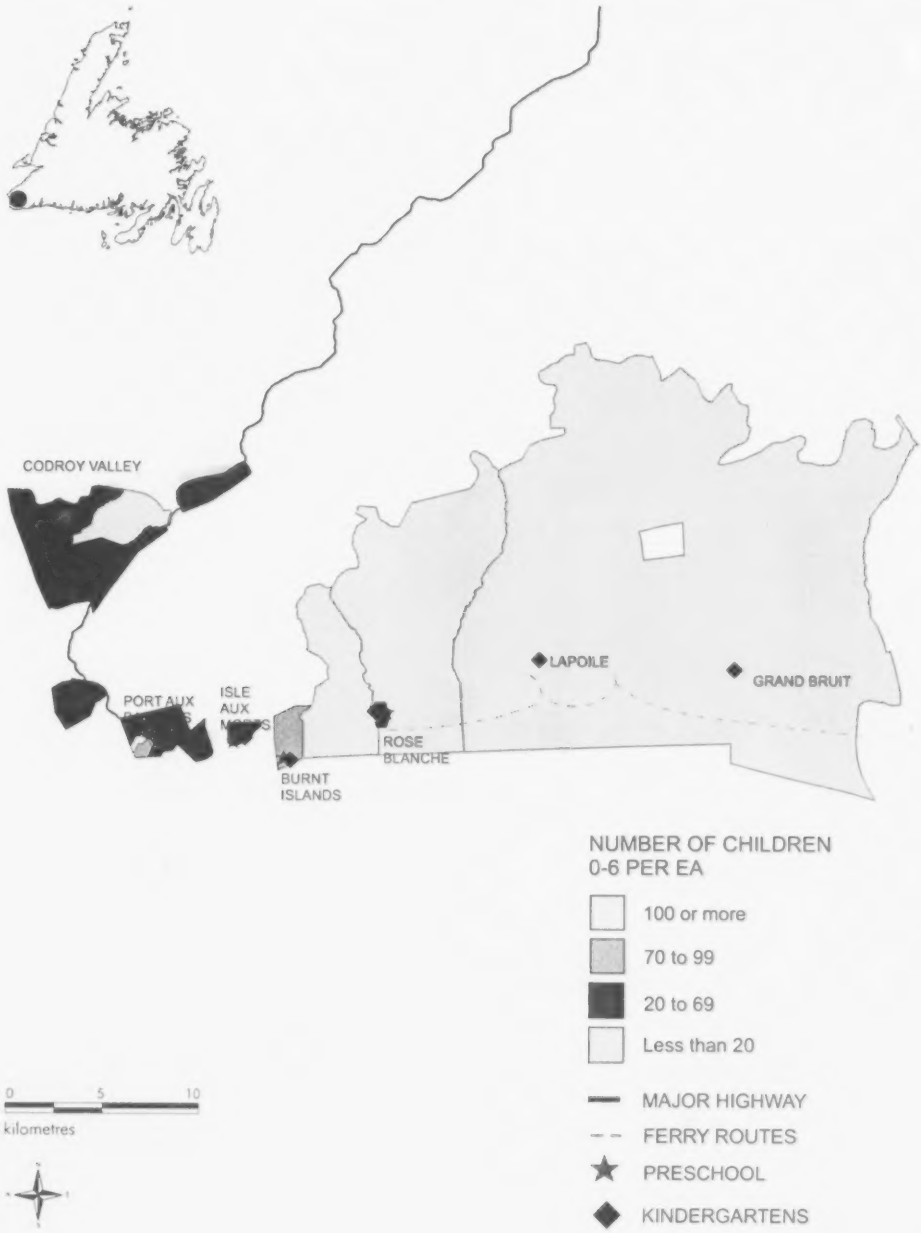
0 10 20
kilometres

Map 95: In which areas of Region 8 did children have access to preschool and kindergarten?

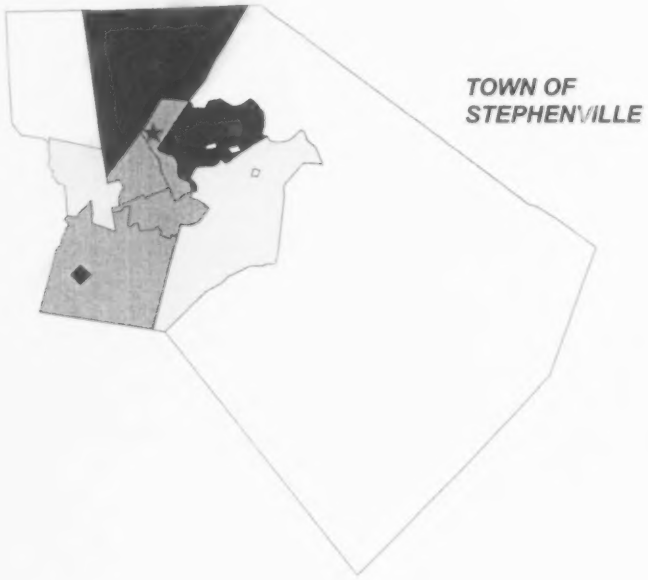
Map 9a: In which areas of Region C did children have access to preschool and kindergarten?

Map 9d: In which areas of Region D did children have access to preschool and 'kindergarten'

Map 9d: In which areas of Region D did children have access to preschool and kindergarten?



Map 9e: In which areas of Stephenville did children have access to preschool and kindergarten?



NUMBER OF CHILDREN
0-6 PER EA

- 100 or more
- 70 to 99
- 20 to 69
- No Data Available

0 1 2
kilometres

- PRESCHOOL
- KINDERGARTENS

year pilot project for the Pre-Kindergarten Programs.

Kindergarten Programs

- There were 18 Kindergartens located throughout the region under the supervision of the Cormack Trail School Board (see maps 9A – 9E). Of these, two were French Kindergartens located on the Port au Port Peninsula (Map 9A).

- The Kindergartens were scattered throughout each of the five regions of Southwestern Newfoundland, *generally close to the areas most populated by children*

Daycares

Social and demographic changes have resulted in a growing demand for non-parental care, making daycare an invaluable resource to many families.

- There were only two daycares in Southwestern Newfoundland, both located in the Town of Stephenville.

Family Resources

Positive parenting practices have been related to increased pro-social behaviours in children and a decreased likelihood of behavioural problems (Chao & Willms, 1998). The literature also suggests that parenting and life skills training for adults can serve as a protective factor in decreasing a child's risk for problems (Harachi, Catalano, & Hawkins, 1997).

Resources that support families include:

- Family support centres (including drop in centres, toy lending libraries, play groups, support groups for teen mothers, and mother's networking groups);

- Parenting classes and programs (including parenting programs for parents of young children, mom and tot programs, and parenting programs focusing on all stages of child development); and

- Parent relief programs (providing a safe place for parents to drop off their children for a few hours).

Maps 10A – 10E: Which areas had the greatest access to parenting programs and family resources?

Family Resource Programs

Southwestern Newfoundland had 11 Family Resources Centres distributed throughout the five regions, located primarily in school settings. The centres were found in areas that are centrally located and, except for the centres in Ramea and Burgeo, served more than one community.

- In Region A (Map 10A) – **Port au Port East** – St.Thomas Aquinas (serving families in Port au Port East, Port au Port West, Point au Mal, Fox Island River, Boswarlos, Aguathuna and Felix Cove).

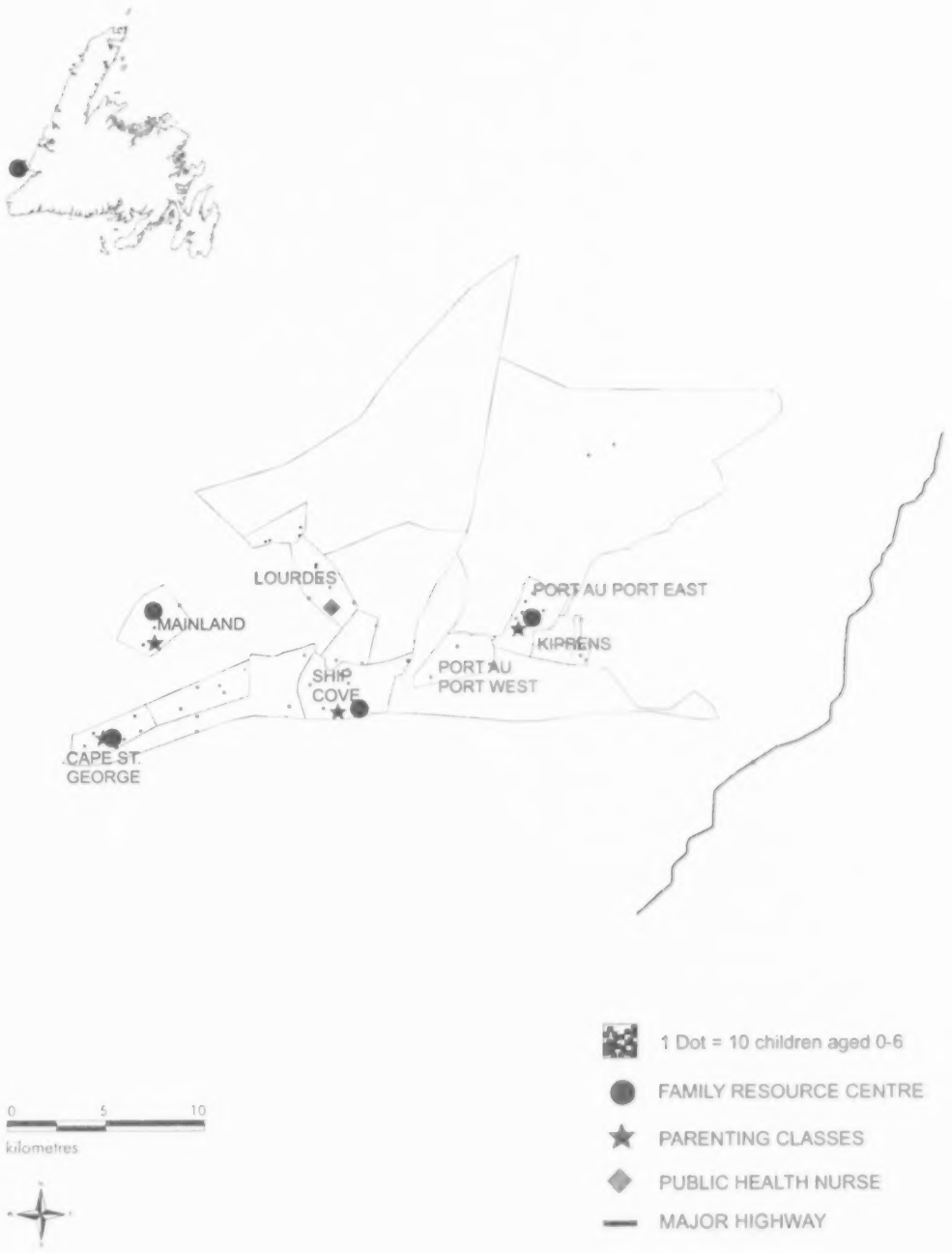
  Mainland – Ecole St. Anne (serving the communities of Mainland and Three Rock Cove).

  Ship Cove (serving families in Lourdes, Black Duck Brook, West Bay, Piccadilly, Ship Cove, Abrahams Cove and Campbells Creek).

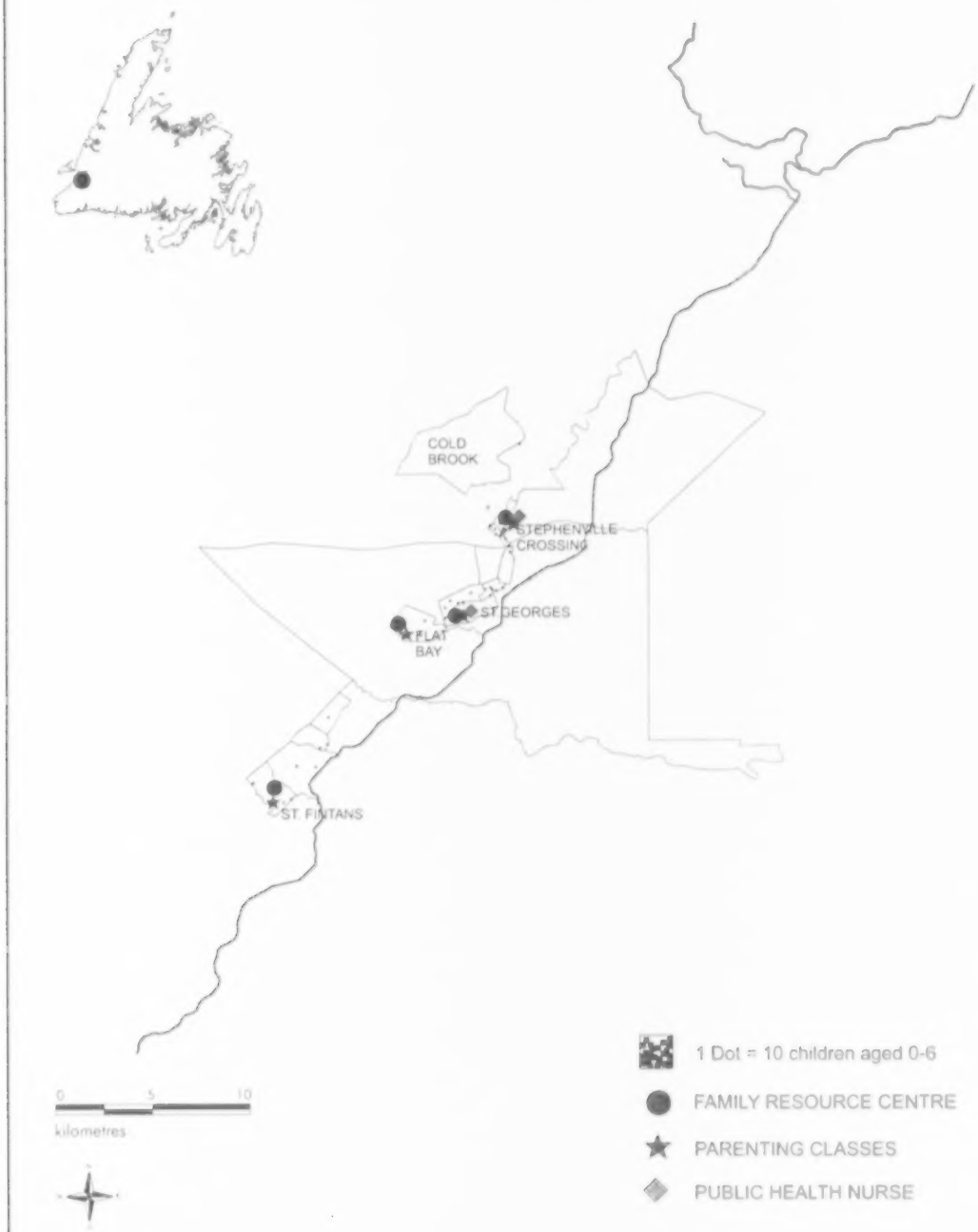
  Cape St. George – Our Lady of the Cape (serving the communities of Cape St. George, Degrau, Sheaves Cove, Marches Point, Red Brook and Lower Cove.

- In Region B (Map 10B) – **Stephenville Crossing** – St. Michael's Elementary School (serving Black Duck Siding, Stephenville Crossing and Mattis Point).

Map 10a: Which areas of Region A had the greatest access to parenting programs and family resources?



Map 10b: Which areas of Region B had the greatest access to parenting programs and family resources?



Map 10c: Which areas of Region C had the greatest access to parenting programs and family resources?

1 Dot = 10 children aged 0-6

FAMILY RESOURCE CENTRE

PARENTING CLASSES

PUBLIC HEALTH NURSE

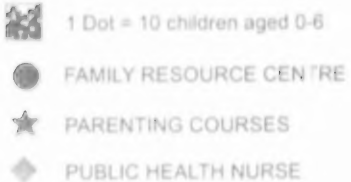
FERRY ROUTES

0 10 20

kilometres

Map 10d: Which areas of Region D had the greatest access to parenting programs and family resources?

Map 10e: Which areas of Stephenville had the greatest access to parenting programs and family resources?



St. George's – Local Rental of Space (serving Barachois Brook and St. George's).

Flat Bay – Native Band Council Building (serving Flat Bay and St. Theresa's).

St. Fintan's – Cassidy Elementary School (serving St. David's, Maidstone Highlands, Heatherton, McKays, Jeffrey's and Robinsons).

- In Region C (Map 10C) – **Burgeo** - Community Centre.

  Ramea – St. Boniface All Grade School.

- In Region D (Map 10D) – There were no Family Resource Centres in this region.

- Stephenville (Map10E) – **L.S. Eddy Complex** (serving Stephenville, Noels Pond and Cold Brook). Most parents from Kippens use the services at the centre in Stephenville rather than going to Port au Port East.

Parenting Programs and Classes

- There were 15 parenting programs and classes offered in Southwestern Newfoundland. These programs were offered in more than one location at the same time (e.g. the Early Childhood STEP Program could be offered in Port au Port, Stephenville and Stephenville Crossing at the same time).

Drop-in Centres, Toy Lending Libraries and Playgoups

Family Resource Centres in Southwestern Newfoundland provided the following learning and development opportunities:

- Drop-in Centres (providing various programs for children and parents).
- Toy Lending Libraries (where families can access toys and learning resources).
- Drop-in Centres were located in the 11 Family Resource Centres.
- Six toy lending libraries also operated out of Family Resource Centres.
- Playgroups were found in Family Resource Centres scattered throughout the region, except in Region D.
- There were no Drop-in Centres or Toy Libraries in Region D, and only one Drop-in Centre in Stephenville.
- There were no parent relief programs in all of Southwestern Newfoundland.

Community-Based Educational Resources

Research suggests that children from families in which parents have low literacy skills are more likely to have problems in reading and math. When low literacy skills are coupled with other indicators of disadvantage — such as lower parental educational attainment and lower family income — the negative relationship with child outcomes is even stronger (National Institute of Adult Education: Adult Literacy and Basic Skills Unit, 1993). Studies also have shown positive gains for adults who participate in literacy programs including (Beder, 1999):

- Gains in employment;
- An increase in financial earnings;
- A reduction in welfare dependence;
- Gains in further education; and
- An increased involvement in their children's education.

Schools

Schools are one of the most important resources in a community for children and families. Schools are more than educational facilities – they are a public space used by children, teachers, parents and the community at large.

- There were 19 Primary Schools located in Southwestern Newfoundland.
- Two French schools were located in Region A: One in Cape St. George and one in Mainland.

Libraries, Literacy and ESL Programs

Maps 11A – 11E: Which areas had the greatest access to libraries, literacy and ESL Programs?

Southwestern Newfoundland had 15 libraries and literacy programs: There were five public libraries located in Southwestern Newfoundland; the remaining ten were school libraries that were available for public use.

Public Libraries were located in:

Region B (Map 11B) – Stephenville Crossing and St. George's

Region C (Map 11C) – Burgeo

Region D (Map 11D) – Port aux Basques

Region E (Map 11E) – Stephenville

School/Public Libraries were located in:

Region A (Map 11A) – Port au Port East, Lourdes and Cape St. George

Region B (Map 11B) – St. Fintan's

Region C (Map 11C) – Ramea, Grey River and Francois

Region D (Map 11D) – Belanger/Upper Ferry, Isle aux Morts and Burnt Island

- Literacy Programs were offered for children at schools located throughout the Cormack School District. The following Programs were offered: Accelerated Reading, Tutors for Tuition, Guided Reading and Buddy Reading. In addition, some of the regions offered additional literacy-related programs:
- Region C (Map 11C) – Burgeo had an Adult Basic Education Centre at the high school.
- Stephenville (Map 11E) –

  The Pathfinder Learning Centre was established because of the recognition that the traditional school environment does not meet the needs of all students. The school district, in partnership with the College of the North Atlantic and the support of Human Resources Development Canada and the provincial department of Human Resources and Employment, created the Pathfinder Learning Centre to serve a group of at-risk high school students and former drop-outs from a number of schools aged 15 to 25. Using the computer-managed Pathfinder Learning System, students follow individual learning paths that allow them to complete high school credits or Adult Basic Education credits. This program also connects them with potential career opportunities, provides work experience, and helps them develop an Employability Skills Portfolio.

  Directions Alternative School has more recently been established to provide intensive interventions with an even younger population of youth at-risk. It is an educational experience for students aged 12-16 who are severely challenged behaviourally, psychosocially and/or emotionally.

- Port aux Basques (Map 11D) and Stephenville (Map 11E) had:

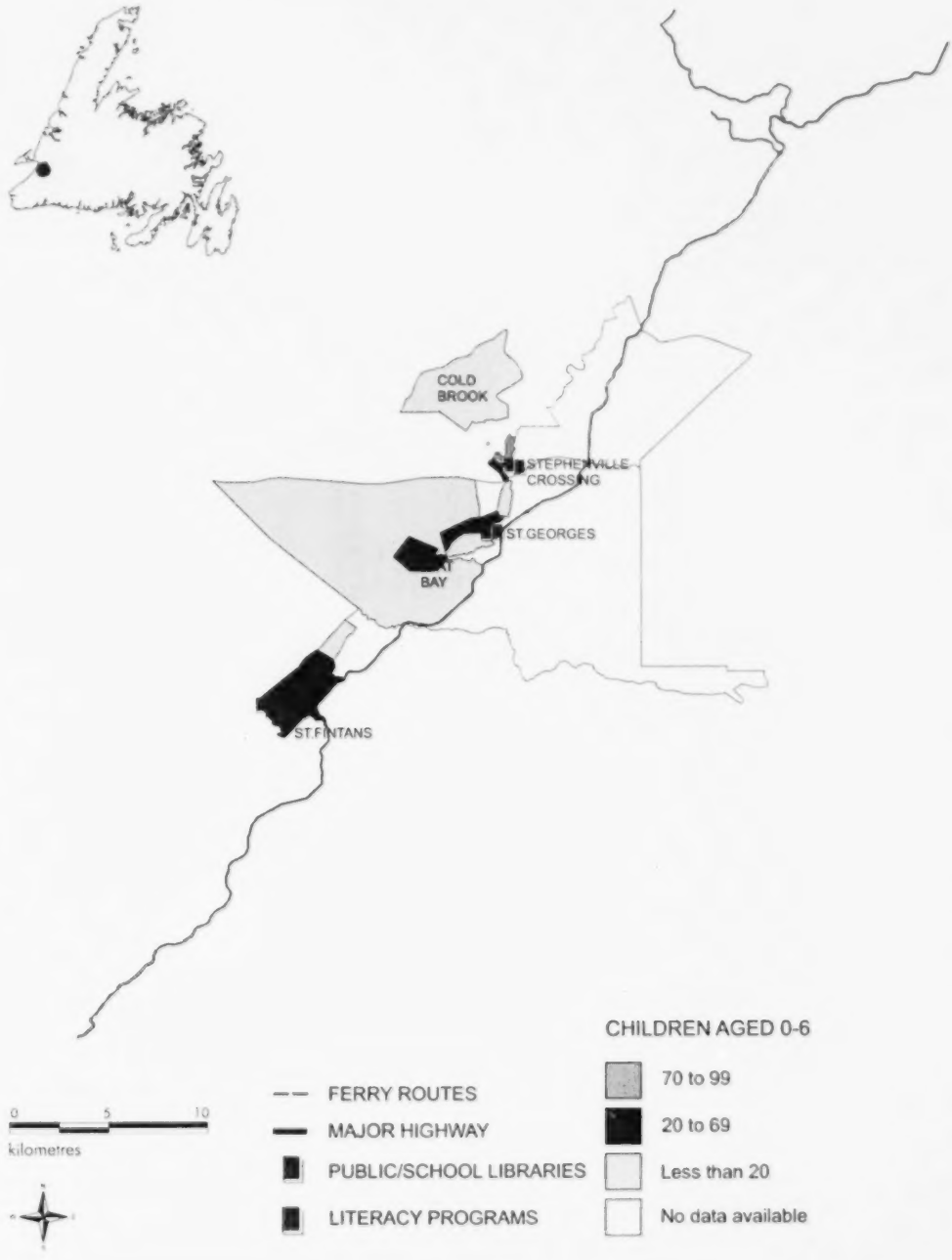
  – Literacy councils providing trained tutors to assist adults in improving their basic and functional skills.

  – Adult Basic Education Programs offered through the campus of the College of the North Atlantic.

Map IIa: Which areas of Region A had the greatest access to libraries and literacy programs?

Map 11a: Which areas of Region A had the greatest access to libraries and literacy programs?

Map 11b: Which areas of Region B had the greatest access to libraries and literacy programs?



Map 11c: Which areas of Region C had the greatest access to libraries and literacy programs?

CHILDREN AGED 0-6

- 70 to 99
- 20 to 69
- Less than 20
- No data available

0 10 20
kilometres

- FERRY ROUTES
- PUBLIC/SCHOOL LIBRARIES
- LITERACY PROGRAMS

Map 11d: Which areas of Region D had the greatest access to libraries and literacy programs?

Map 11c: Which areas of Region C had the greatest access to libraries and literacy programs?

CHILDREN AGED 0-9

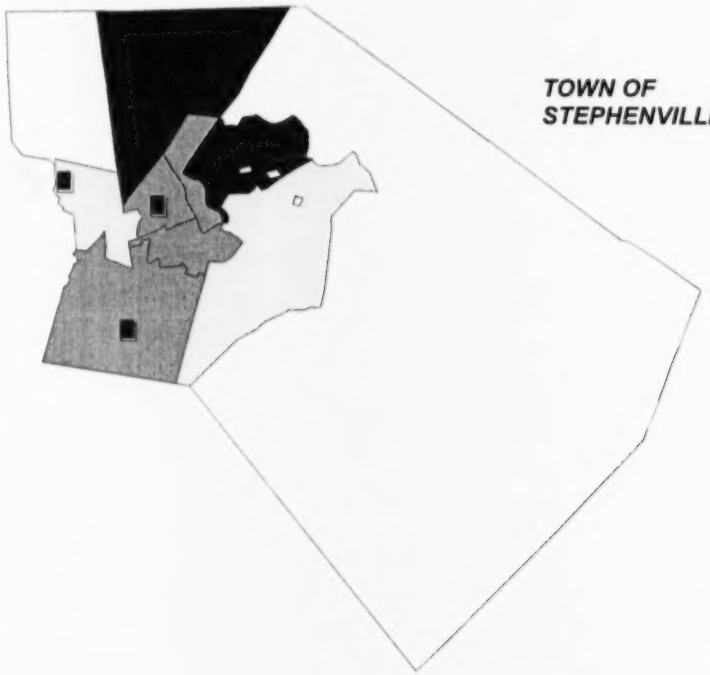
FERRY ROUTES

PUBLIC SCHOOL LIBRARIES

LITERACY PROGRAMS

Map 11d: Which areas of Region D had the greatest access to libraries and literacy programs?

Map 11e: Which areas of Stephenville had the greatest access to libraries and literacy programs?



CHILDREN AGED 0-6

- 100 or more
- 70 to 99
- 20 to 69
- No data available

0 1 2
kilometres

- PUBLIC/SCHOOL LIBRARIES
- LITERACY PROGRAMS

- The Books for Babies Programs ensuring that parents of every baby born get an introductory package and a book.

- There were no ESL Programs in Southwestern Newfoundland.

Services for Children at Risk and Children With Special Needs

Some children may experience multiple risk factors in their lives including low-income status, negative parenting practices, parental separation and abuse. Children who experience more than one or two risk factors are more likely to experience later problems such as poor health, emotional or behavioural problems, and difficulties in learning. For children and families living in high-risk circumstances, accessible and effective programs and services need to be available in order to enhance children's social environments and learning experiences.

Maps 12A – 12E: Where were programs for children at risk and children with special needs located in Southwestern Newfoundland?

Programs Reaching Children and Parents At Risk Offered at Family Resource Centres

Several services and programs were available for children at risk and their families, such as the Community Action Program for Children's Family Resource Centres. Programs offered at Family Resource Centres included:

Child/Parent Programs:

- Drop-in Play;
- Toddler Time;
- Baby Talk; and
- Pre-K Programs.

Parenting Courses:

- Childsafe;
- 1, 2, 3, 4, Parents;
- Nobody's Perfect;
- Early Childhood STEP Program; and
- How To Talk So Kids Will Listen and Listen So Kids Will Talk.

Region A (Map 12A) – Four programs were located on the Port au Port Peninsula in Port au Port East, Cape St. George, Mainland and Ship Cove.

Region B (Map 12B) – Four programs were located in Bay St. George South: Stephenville Crossing, St. George's, Flat Bay and St. Fintan's.

Region C (Map 12C) – Two family resource centres were operating on a limited scale, located in Burgeo and Ramea. The Community Action Committee also offered some consultations in Francois.

Region D (Map 12D) – Although there were no centres in this region, the Community Action Committee in Stephenville can offer some consultation and outreach services.

Stephenville (Map 12E) – There was one centre located in Stephenville.

There were various other programs available for youth at risk in the Town of Stephenville. These included Air Cadets, Girl Guides of Canada, Boy Scouts of Canada, Duke of Edinburgh, and Big Brothers/Big Sisters.

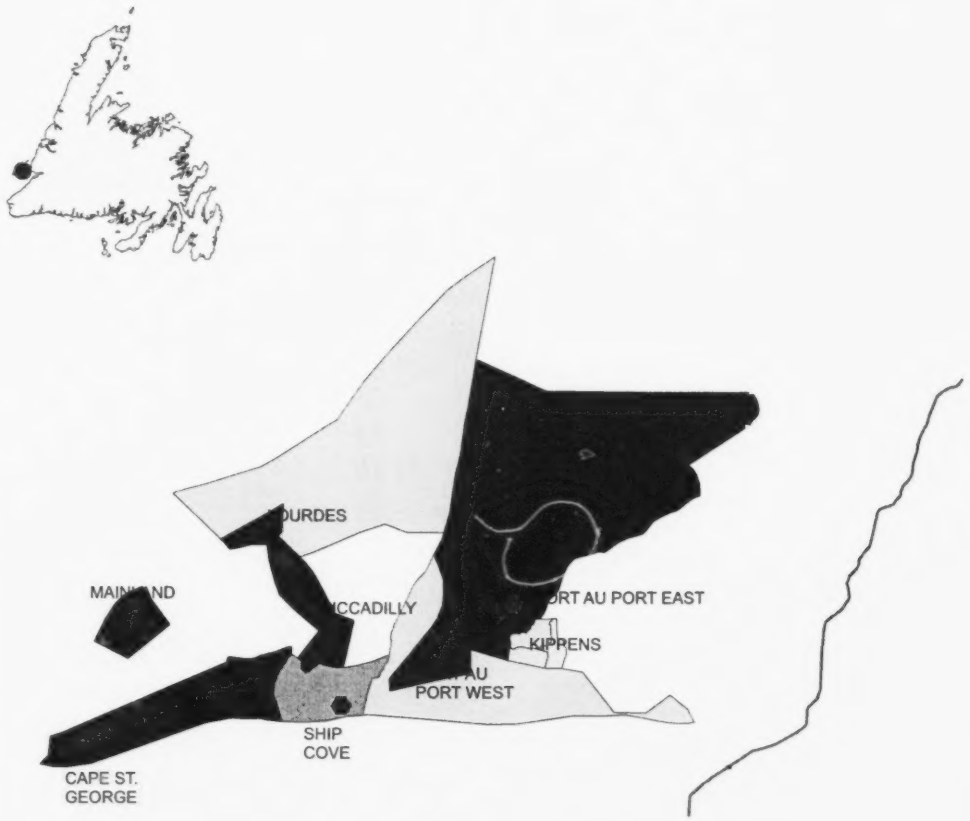
Resources for Children With Special Needs in Southwestern Newfoundland

Services offered by the Cormack Trail School Board included:

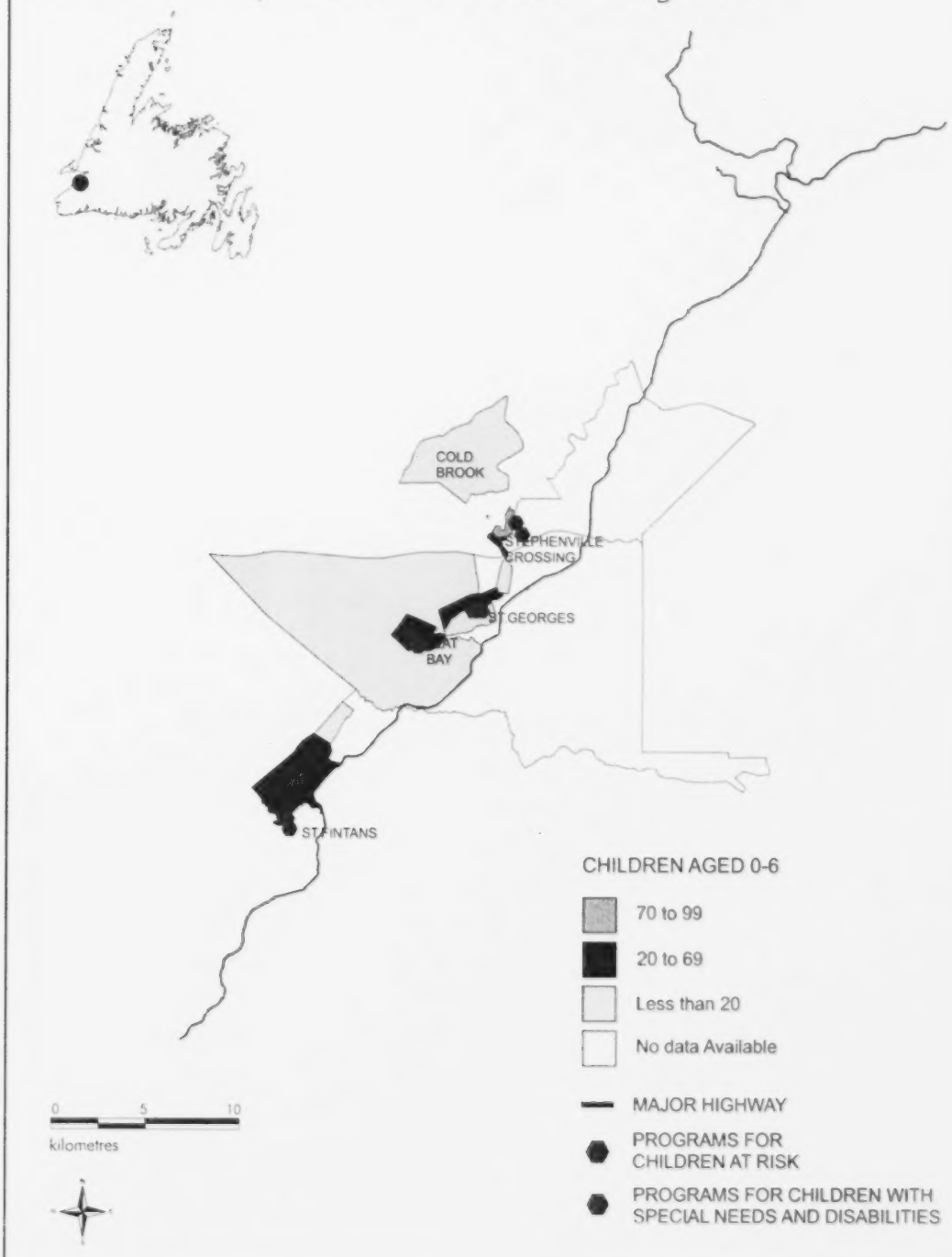
- Speech Language Pathologist;
- Itinerant Teacher for the Visually Impaired;

Map 12a: Where were programs for children at risk and children with special needs located in Region A?

Map 12a: Where were programs for children at risk and children with special needs located in Region A?

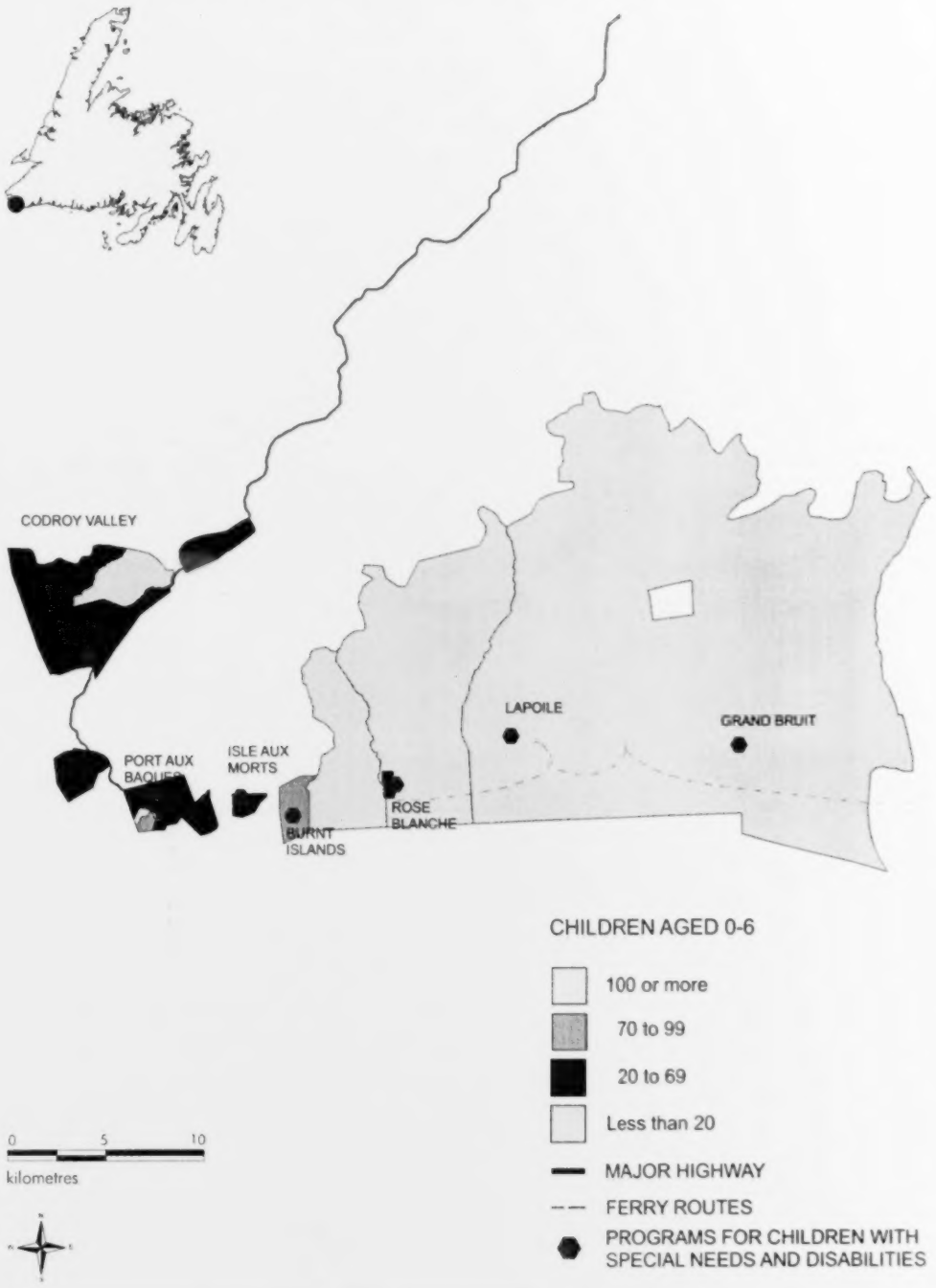


Map 12b: Where were programs for children at risk and children with special needs located in Region B?



Map 12c: Where were programs for children at risk and children with special needs located in Region C?

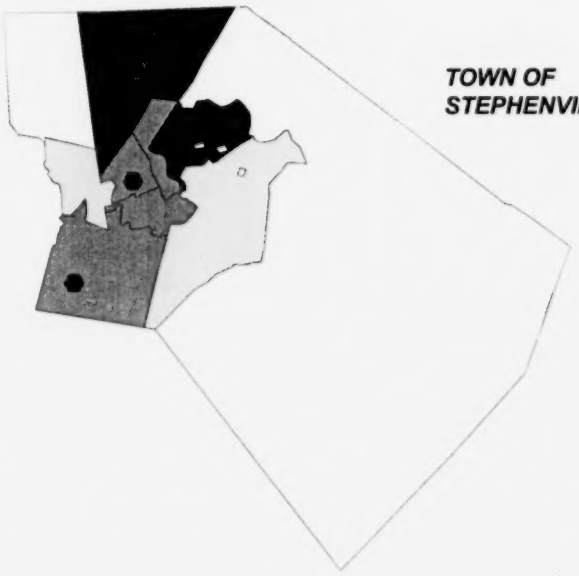
Map 12d: Where were programs for children at risk and children with special needs located in Region D?



Map 12a: Where were programs for children at risk and children with special needs located in Region C?

Map 124: Where were programs for children at risk and children with special needs located in Region 1?

Map 12e: Where were programs for children at risk and children with special needs located in Stephenville?



CHILDREN AGED 0-6

- 100 or more
- 70 to 99
- 20 to 69
- No Data Available
- PROGRAMS FOR CHILDREN AT RISK
- PROGRAMS FOR CHILDREN WITH SPECIAL NEEDS AND DISABILITIES

0 1 2
kilometres

- Itinerant Teacher for the Hearing Impaired;
- Guidance Counselling;
- School Psychologist; and
- Special Education Programs.

The services, listed above, were in demand and often had waiting lists for services.

Other services reaching children at risk or children with special needs were offered through the Health and Community Services main office in Stephenville (Region E). There were also Public Health Offices located in Piccadilly (Region A), Stephenville Crossing and St. George's (Region B), Burgeo (Region C) and Port aux Basques (Region D). (Refer to the section "Public Health, Health Promotion and Nutrition Programs" for a listing and description of their health-related services and programs).

Programs offered in the Town of Stephenville by Big Brothers/Big Sisters

Big Brothers/Big Sisters offered programs for young children and youth aged 5-16 including:

- *Big/Little Match Program:* Match on a one to one basis single parent children with adult volunteers. Volunteers act as role models providing friendship, leadership and guidance.
- *After School Program:* This program offers after school help with homework to youth who are in the Big/Little Match Program.
- *Summer Recreation Program Sponsor:* A summer recreation program is funded by HRDC's Student Summer Career Placement Programs for children aged 5 to 16.
- *Mentorship Program:* Adults in the community who are 21 years of age or older, or college students, are matched as mentors with mentees for one hour per week during the school years and on school property. The program goal is to reach children who are not meeting their full school potential.

Health and Wellness Programs and Services

Public Health, Health Promotion Programs and Nutrition Programs

Indicators of health include healthy birth weight for infants, high breastfeeding rates, children who demonstrate appropriate developmental milestones, children free of preventable injuries and diseases and children who have proper nutrition and good mental health. Environments with high levels of social and economic inequality, social isolation and a lack of social cohesion are widely believed to adversely affect health – especially of young developing children. Public health, health promotion and nutritional programs in communities help to ensure that children have the best start in life. In addition, helping parents to identify problems early on and to gain access to early intervention programs increases a child's prospects for achieving optimal development.

Public Health and Health Promotion Services

Public health and health promotion services were offered through Health and Community Services whose main office is in Stephenville. Public Health Offices were also located in Piccadilly (Region A), Stephenville Crossing and St. George's (Region B), Burgeo (Region C) and Port aux Basques (Region D). Their services, in demand and often with waiting lists, included:

- *School Health Services* – A Public Health

Nurse visited schools on a regular basis to provide immunisations, health education, screening for vision and hearing and supportive counselling.

- *Health Check 3* – For children ages 3 years, 9 months to 4 years, 2months. This service determines immunisation status, and screens for vision, hearing and developmental or speech problems.

- *Healthy Beginnings Program* – The Healthy Beginnings Program emphasises early identification, intervention and prevention strategies to help ensure optimal health outcomes for children. The program works with Public Health Nurses to identify – through universal screening assessments – individual children and families who require specific follow-up. Infants and their families assessed to have developmental, disability or social interaction risks receive specific follow-up.

- *Child Health Clinics* – For children under 2 years of age, this program focuses on immunization, development, screening for vision and hearing, nutrition and parent information.

- *Childbirth Education Program* – For prenatal parents and caregivers, sessions are based on the assessed needs of parents and cover topics such as nutrition, breast feeding, smoking cessation and general health issues for baby and mother.

Nutrition Programs

The preschool years are a really important stage of development for children. Thus, issues of food security, adequate nutrition and hunger are of great consequence for children in the preschool age range (Hay, 2000). Past research has shown that nutrition programs can improve outcomes for children (Steinhauer, 1998).

Very few nutrition programs were operating in Southwestern Newfoundland:

- The Port au Port Healthy Baby Club in Region A was implemented in 1995. It is funded under the Canada Prenatal Nutrition Program (CPNP). It provides prenatal nutrition counselling and food supplements to fifteen high-risk women in the Region. It has resulted in increased birth weights and improved lifestyles. The program addresses issues such as nutrition, offers cooking classes and support group meetings, and introduces women to other available community resources. This program has received expansion funding and now will be offered in parts of Bay St. George South in Region B.

- Some prenatal and nutrition counselling was offered by Public Health Nurses.

Counselling Programs or Centres

Counselling and mental health services can be beneficial to all members of the community as preventive and corrective measures. A recent U.S. study, for example, found that the availability of community-based services has been associated with decreased rates of hospitalisation services for children with emotional disturbances (McNulty, Evans, & Grosser, 1996).

Counselling services in Southwestern Newfoundland were offered mostly out of the Town of Stephenville. These services, offered by Health and Community Services and by private clinicians, included:

- *Adult Health Program* – counselling is offered on health issues, home care, long-term care and needs assessments;

- *Addiction Services;*
- *Sexual Abuse Community Services; and*
- *Mental Health Services.*

- Private counselling services were offered in Stephenville at 8 locations.
- The Bay St. George Status of Women (Stephenville), and the Gateway Women's Centre (Port aux Basques) provide crisis intervention counselling.
- There were no substance abuse inpatient facilities offered in Southwestern Newfoundland. However, outpatient programs were offered in Burgeo (Region C), Port aux Basques (Region D) and Stephenville (Region E). Alcoholic Anonymous programs were offered throughout the region.

Doctors and Specialist Physicians

Are there relationships among the distribution and the characteristics of a community? A recent study (Krishnan, 1997) found that the distribution of physicians and specialists depended on certain socio-demographic factors within communities. For instance:

- Family physicians or general practitioners were most likely to be found in metropolitan areas where a high percentage of residents were highly educated.
- Family physicians or general practitioners were less likely to be located in areas with a high proportion of the population under age five.
- Specialist physicians were more likely to be found in large population areas with a higher percentage of university educated residents and were more likely to be found in areas with a lower percentage of children.

In Southwestern Newfoundland, *family physicians or general practitioners* were mainly located in Stephenville and Port aux Basques, the largest population centres in the area.

Region A: One physician was located in Lourdes and one physician in Cape St. George. This region's residents living near Stephenville went to physicians practising there.

Region B: Two physicians practiced in Stephenville Crossing and one physician had a practice in Jeffreys.

Region C: There were two physicians in Burgeo. These doctors would visit the communities of Ramea, Grey River and Francois once a month. Otherwise, these residents must travel to see a doctor.

Region D: Three family practitioners were located in the Town of Port aux Basques. One physician in the community of Doyles served the entire Codroy Valley. All other residents of this region must travel to Port aux Basques for medical services.

Stephenville: Six family/general practitioners were located in various locations in the community.

Specialist physicians were mostly non-existent in Southwestern Newfoundland. However, some visiting specialists from Corner Brook provided services at the hospitals in Stephenville and Port aux Basques.

Acute Care and Emergency Health Services

- Three hospitals were located in Southwestern Newfoundland, located in Burgeo (Region C), Port aux Basques (Region D) and the Town of Stephenville.
- Ambulances were sparsely located throughout the area. Some residents in

Southwestern Newfoundland were living in areas with no ambulance service. Other areas had an ambulance that was responsible for providing service to a number of communities. These residents could wait approximately one hour for an ambulance to take them to the nearest hospital.

Sports, Recreational Facilities, Parks and Playgrounds

Ensuring that recreational opportunities are available and affordable is important to a growing child's physical and emotional health, psychosocial skills and improved self-esteem (Canadian Council Social Development, 1998). Children's participation in supervised and unsupervised sports activities and arts-oriented activities is associated with increased psychosocial development. The presence of good parks and play spaces in children's neighbourhoods has been linked to increased participation rates in supervised and unsupervised sports and arts activities. As well, a recent study on sports involvement found that active parents tend to have active children and that families with higher incomes were more likely to have children involved in sports as compared to families with lower incomes (Kremarik, 2000).

Not only is the presence of an outdoor play space important, but the kind and amount of vegetation in the play area (measured by the number of trees and amount of green space or grass) also makes a difference. Studies have found that adults are more likely to use – and children are more likely to play in – areas of higher vegetation. Nearly twice as many children were observed playing in areas with many trees than were observed in areas with few trees (Coley, Kuo, & Sullivan, 1997; Taylor, Wiley, Kuo, & Sullivan, 1998). In addition, researchers have found that more creative forms of play occur in areas with greater vegetation (Taylor, Wiley, Kuo, & Sullivan, 1998).

Maps 13A – 13E: Where were sports and recreational facilities, parks and playgrounds located?

- **Region A (Map 13A)**

There were no actual indoor sports facilities other than school gyms. The town of Kippens had a recreational area that includes:

- two softball diamonds;
- a basketball court;
- a soccer field;
- a tennis court;
- a "kiddies" play park (swings, slides); and
- a Winter ski trail.

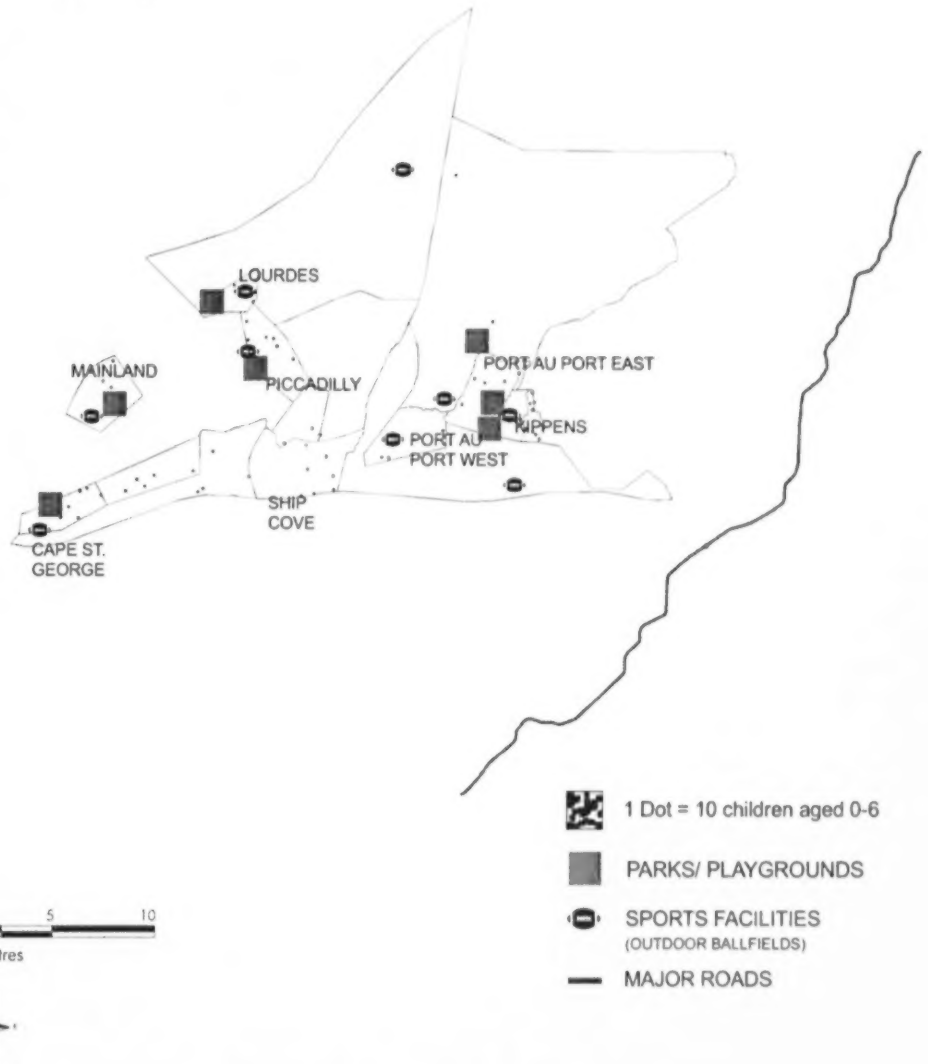
One campground in Zenzville, privately owned and operated, offered a heated pool, laundry facilities, campgrounds and cabins.

Port au Port East's recreational areas included a softball field, a basketball court and a tennis court that can be flooded and used for Winter Skating. There was also a playground area located next to the Primary School

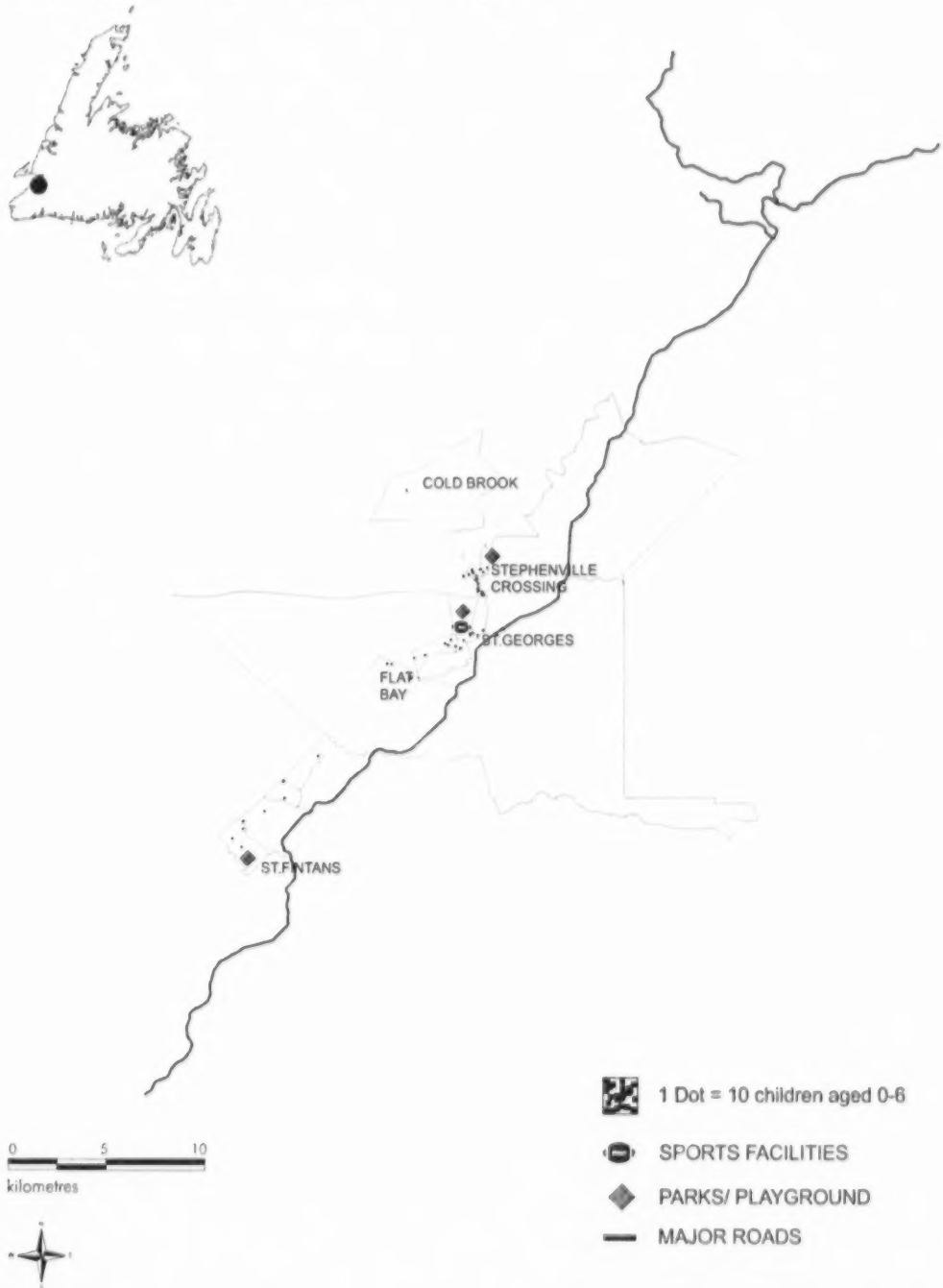
Port au Port West had an outdoor softball/ baseball field. There also were a number of outdoor ball fields scattered throughout the remaining communities.

A community park, very scenic and ideal for picnics, was located in Cape St. George. There is also a park in Piccadilly that offers camping and hiking trails.

Map 13a: Where were sports and recreational facilities, parks and playgrounds located in Region A?



Map 13b: Where were sports and recreational facilities, parks and playgrounds located in Region B?



Map 13c: Where were sports and recreational facilities, parks and playgrounds located in Region C?

1 Dot = 10 children aged 0-6

SPORTS FACILITIES
(OUTDOOR ICE SURFACE & BALL FIELD)

PARKS/ PLAYGROUNDS

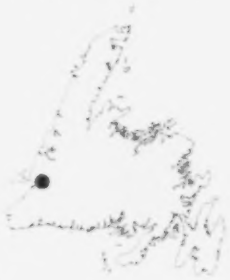
OUTDOOR SWIMMING POOL

FERRY ROUTES

0 10 20
kilometres

Map 13d: Where were sports and recreational facilities, parks and playgrounds located in Region D?

Map 13e: Where were sports and recreational facilities, parks and playgrounds located in Stephenville?



1 Dot = 10 children aged 0-6

SPORTS FACILITIES

PARKS/ PLAYGROUNDS

SWIMMING POOL

0 1 2

kilometres

- **Region B (Map 13B)**

There is an indoor sport facility located in the town of St. George's. This facility has an ice surface and bowling alley. Behind the facility there is a softball and baseball field.

In Stephenville Crossing there are two ball fields and there is also a ball field in the Town of McKay's. There are no swimming pools in this region.

In the community of Barachois Brook there is a camping facility and an ocean swim area.

- **Region C (Map 13C)**

Sandbanks Provincial Park is located in Burgeo. It offers camping facilities and beautiful beaches. The community playground is centrally located. There is also a ball field and outdoor hockey rink.

In Ramea there was an outdoor swimming pool, an ice surface and a ball field. There also was a playground next to the school.

Francois had an outdoor ball field and a playground.

In Grey River there were no parks, playgrounds or outdoor facilities.

- **Region D (Map 13D)**

Port aux Basques has a sports complex with a bowling alley, curling rink and hockey rink. It also had two ball fields and a basketball court. Parks and playgrounds included:

- Little Bay Park - playground, basketball court and picnic area;
- Dreamland Park – playground and basketball court;
- Scotts Cove Park – an entertainment park with an oceanview boardwalk; and
- Andy's Rainbow Park – a playground and picnic area.

Three other playground areas were in Port aux Basques, one of them located in a very busy section of town had no fencing.

The remaining communities had outdoor ball fields and play areas. However, the communities of LaPoile and Grand Bruit, located on the coast and only accessible by boat, had no recreational facilities and no playgrounds.

- **Stephenville (Map 13E)**

Stephenville Dome (Hockey Arena) had a General Skate and Preschool Skate. The Dome is home to the Stephenville Skating Club (which offers a Can Skate Program) and home to the Stephenville Minor Hockey Association.

Regional Aquatic Centre – There are three pools at the centre: a tiny tots pool; a junior pool; and a main pool. It is the home of the Aqua Aces Swim Teams. The centre also offers swimming lessons.

Stephenville also has the following facilities, clubs and parks:

- A Curling Club and a Bowling Alley.
- 11 tot play areas in various locations throughout the town.
- Outdoor recreational areas including a golf course, a cross country ski-trail, 6 soccer fields, 3 softball diamonds, a skateboard park, 3 tennis courts and a walking/ skateboard/biking trail.
- A Universal Health Club and a West Coast Training Centre. The Training Centre has a squash court and gym.
- Indian Head Park which offers camping and picnic facilities.

There also were various programs available for

youth in the Town of Stephenville. These included Air Cadets, Girl Guides of Canada, Boy Scouts of Canada, Duke of Edinburgh, and Big Brothers/Big Sisters.

Community Centres for the Benefit of all Children and Residents

In Southwestern Newfoundland, community halls are buildings (sometimes under the direction of the church) generally located in communities with children and families. These halls, offering a variety of sports or recreation programs, were available to host community events and meeting for the Sea Cadets, Girl Guides or Boy Scouts. These buildings are also used for bingo games, card games, weddings and teenage dances.

Entertainment and Cultural Resources

Participation in the arts exposes children to history and culture through a wide range of experiences, and has been positively associated with the presence of good parks, playgrounds and play spaces within a neighbourhood. Dr. Graham Chance, past chair of the Canadian Institute of Child Health, advocated that enrichment in music, the arts and recreation are vital to the development of the emotional and spiritual well-being of children (Campbell, 2000).

Factors that can be linked to increased participation in extra-curricular arts and cultural activities include both family characteristics (such as income level) and community characteristics (such as the availability of resources). Research demonstrates that children from lower income families participate in arts and cultural activities far less — in fact 26 percent less — than their higher income counterparts. Children from higher income families have access to the resources to participate in some of these programs that may come with costs for lessons, equipment and program fees (Ross & Roberts, 2000). This discrepancy among income groups in children's participation rates in the arts shows a missed opportunity to improve developmental outcomes.

Children who participated in the arts were about 30 percent less likely to have one or more of the following challenges: impaired social relationships, grade repetition and emotional or behavioural disorders, even after controlling for income and other family factors (e.g., family dysfunction, family status, gender).

(Offord, Lipman, & Duku, 1998)

Arts and Cultural Facilities

- Four museums and an Arts and Culture Centre were in Southwestern Newfoundland. The museums are open only during the summer months.
- There was a theatre group operating out of Stephenville during the Summer months, conducting a few children's performances each year.
- Two art galleries were located in Stephenville.

Cinemas and Shopping Facilities

- Two movie theatres were located in Southwestern Newfoundland, one in Port aux Basques (Region D) and one in Stephenville (Region E).
- Two major shopping centres existed in the region, one in Port aux Basques (Region D) and one in Stephenville (region E). Thus, three of the regions in Southwestern Newfoundland (Regions A, B and C) had no easy access to shopping facilities other than corner stores.

Other Key Community Resources

Social Housing

Access to affordable, safe and quality housing is one of the most fundamental needs common to all Canadians. At the same time, many families face difficulties in finding affordable housing, especially when they find themselves spending an increasing proportion of their income in shelter.

There were 365 social housing units for the entire Stephenville district including Bay St. George South, Port au Port Peninsula, and all of Bay St. George. Broken down, these units were located in Regions A, B, C and Stephenville, and included:

- 197 Apartments located in Stephenville;
- 12 Seniors'cottages located in Stephenville;
- 123 Single Family Dwellings located outside of Stephenville;
- Rent Supplements were given to 33 households renting from private landlords; and
- In Region D, only 4 units were available in Codroy Valley and 24 units were available in Port aux Basques. The remaining areas of Region D had no social housing units.

Aboriginal Resources

Region B had the highest percentage of Aboriginal population. In this region, two Native Band Councils address the needs of the Aboriginal population. They provide advocacy work and employment counselling through an outreach officer.

Police and Fire Stations

- Five police stations were located in Southwestern Newfoundland: Piccadilly in Region A; Barachois Brook in Region B; Burgeo in Region C; Port aux Basques in Region D and in the Town of Stephenville.

One fire station was located in Port aux Basques (Region D) and one in the Town of Stephenville. In addition, nine volunteer fire departments were scattered throughout Southwestern Newfoundland.

VI. The Community Mapping Study in Southwestern Newfoundland: Key Findings

The Socio-Economic Environment in Southwestern Newfoundland

- *Population and location of children*: Given the wide geographic spread of children in our rural area, it will be important to ensure that programs and support services are either close to where children live or are accessible to children living in proximity to them.
- *Mobility rates:* Mobility rates in Southwestern Newfoundland are associated with a number of factors, including the decline in the area's fishing industry. It appears that the highest mobility rates were in areas with a smaller population base. This could reflect a lack of regular employment in these locations as well as seasonal migration for employment.
- *Residents with post-secondary education:* Region C (Burgeo, Ramea, Grey River and Francois), had a number of communities with moderate to high numbers of children and low levels of residents with a post-secondary education.
- *Residents without a high school diploma:* In general, communities with higher child density and lower levels of education included Stephenville Crossing, Burgeo, Ramea and Port aux Basques.
- *Unemployment rates:* With just a few exceptions, children in Southwestern Newfoundland are living in areas with very high unemployment rates. Because unemployment is so pervasive in the area, it probably carries with it less stigmatisation in Southwestern Newfoundland for children and their families than in other areas across Canada.
- *Average Household Income:* Overall, communities where children tended to live had household incomes below the national average, but not in the lowest income category. Exceptions included two EAs in Kippens and one EA in Stephenville which had an above average household income.
- *Lone Parent Families:* In general, Southwestern Newfoundland had lower rates of lone parent families than the national average. However, Stephenville neighbourhoods had higher rates of lone parent families.
- *Putting it all together: Results of the Social Index.* Most of the higher risk areas in Southwestern Newfoundland with higher numbers of children included Stephenville Crossing, the town of St. George's, the town of Flay Bay, Stephenville (except for one EA), and two neighbourhoods in Port aux Basques. These areas may require specific supportive and preventive services to help children and their families overcome disadvantage.

The Physical Environment in Southwestern Newfoundland

- *Traffic and children's safety*: There is little or no concern with the volume of traffic in Southwestern Newfoundland. However, the number of crosswalks in the area should be increased. Other than in the towns of Stephenville and Port aux Basques, crosswalks were not present. This may be due to low traffic levels, however, children still need to be safe when they cross roads to schools, preschools and play spaces.

- *Litter*: Twenty-one percent of the sampled neighbourhoods were rated as having a lot of garbage (13 or more pieces).
- *Availability and safety of playgrounds*: The majority of the parks and playgrounds with equipment were found to be in either very poor to fair condition. In addition, the general lack of accessible parks and playgrounds for many children is a concern.
- *Green space*: Green space is not a common sight in Southwestern Newfoundland. However, there are many wooded areas overlooking the ocean that have nice walking trails. These trails were located throughout some of the regions, however they would not be considered safe play areas for children.

Neighbourhood Resource Availability: Overall Findings in Southwestern Newfoundland

- While children in the towns of Stephenville and Port aux Basques lived in relatively high resource areas, the remaining communities in Southwestern Newfoundland were considered relatively low resource areas.
- In Regions A through D of Southwestern Newfoundland, there was usually a location in each area where most of the resources were located, making part of the region resource-rich and part of the region resource-challenged:
  - In Region A, there were various resources for children and families located in Port au Port East, Ship Cove, Mainland, Cape St. George, Lourdes and Piccadilly. Other communities in this region had no resources or very few. Many services i.e., hospitals, counselling, are located only in Stephenville. Residents would travel up to one hour to access these and other services.
  - In Region B the resources were mainly located in Stephenville Crossing and St. George's, home to most of the region's children. However, because of the large geographic distance between communities in this region, all the remaining children would have no access or very little access to these resources.
  - In Region C the community of Burgeo had the highest density of resources. A lot of children and their families living in Ramea cannot access the available resources in Burgeo. The communities of Francois and Grey River contain few children but, for those children and their families who do live there, very few resources are locally available. The nearest resources would be within a three to four hour boat ride.
  - In Region D, Port aux Basques had the majority of resources within the region. Residents in the two coastal communities of La Poile and Grand Bruit would have up to a three-hour boat ride to reach the resources in Port aux Basques.
  - In Stephenville (Region E) the resources were spread throughout the town. However, for families in Stephenville without transportation, getting to these programs and services can be difficult. *If they do not have transportation accessing these resources can be very difficult*. There is no form of public transportation available.
- Formal preschools were few and far between in Southwestern Newfoundland.
- There were no parent or family relief centres in Southwestern Newfoundland.
- There were limited and over-extended resources for children at risk and children with special needs Southwestern Newfoundland.

- Other than programs offered by Public Health Nurses, nutrition and health programs for pregnant women and new moms were only located in Regions A and B.
- There were few arts and cultural facilities located in Southwestern Newfoundland.
- Improvements are needed in Southwestern Newfoundland so that children can be involved in recreational activities:
  - There needs to be more promotion about the importance of recreation in a child's development, because many families do not see the value of enrolling their children in these activities.
  - Ongoing activities in Community Centres (Halls) need to be well advertised so that families are informed. In addition, these community centres offered very few programs specifically for children.
  - In many areas of Regions A, C and D, there needs to be more emphasis on ensuring that children have the opportunity to both attend and travel to swimming and hockey lessons. Many parents may see the value of such recreational activities, but cannot afford to enroll their children and pay the transportation costs.
  - More coordination among community groups involved in children's recreation needs to occur in Southwestern Newfoundland in order to improve children's involvement. Such coordination among community groups and leaders could help to determine what can be done with existing, but limited resources.

Neighbourhood Resource Availability: Various Gaps by Region

Region A

- There were no formal daycare facilities on the Peninsula.
- There were no formal recreation facilities, no movie theatres and no hospitals located in this region.
- Depending on where residents live in this region, they may need to travel as far as 69 km to access services and amenities that are located in Stephenville.

Region B

- There were no formal daycare centres in this region.
- There were no movie theatres or hospitals in this region.
- For a number of services and amenities, depending on where people live in the region, residents may travel up to 85 km to access services in Stephenville.

Region C

- There were no formal daycare centres in this region.
- There were no formal recreation centres in this region, except for an outdoor swimming pool located in Ramea.
- For emergency health services, residents must travel approximately 200 km to access hospital services in Stephenville or Corner Brook.
- There were no movie theatres in this region.

Region D

- There were no formal daycares and no family resource centres located in this region.

- Formal Preschools were very few and far between.
- There were no parent/family relief centres.
- There were few resources for children at risk and children with special needs.

There were very few programs offered for children at existing community centres throughout all the regions.

Acting on the Evidence from the Community Mapping Study

The results of the Community Mapping Study can be an effective tool to reach and inform various constituencies within the community that have both direct and indirect influence on early child development outcomes. From municipal and provincial officials to local program directors and child and family service professionals, this information can help inform decisions regarding policy, program development and collaboration and access issues.

The results of the Community Mapping Study in Southwestern Newfoundland clearly demonstrate that improvements are needed and will require action from several stakeholders. The UEY Coalition has already begun advocating for improvements in key areas with government officials, in conjunction with the Community Action Committee's Family Resource Program and the local School Board.

However, the information collected and synthesised in this Community Mapping Study Report is most valuable when it is analysed together with the findings from the Early Development Instrument and the NLSCY Community Study. Together, this information will enhance our understanding in Southwestern Newfoundland of the community factors that affect early child development and the ways our communities can best support the needs of young children and their families.

Appendix A:

Development of the Social Index

The primary goal in creating a Social Index was to present a comprehensive yet uncomplicated picture of the community's socio-economic factors giving rise to a need for services, and to give an indication of the match of services to the needs of families and children. Based on past research, nine variables (see below) were selected for their usefulness in describing the socio-economic characteristics of communities, encompassing measures in the areas of education, employment, poverty and multiculturalism. Each variable was then compared to the national mean in order to evaluate the community. National means were used to make comparisons within communities and among communities, and at the same time to highlight how communities might be distinct from the country as a whole. This will be very useful as the project expands across the country.

First the values for the nine variables for each EA were compared to the national mean. Each time that a value for a particular variable exceeded the national average, that EA received one point, a value equal to or below the national mean did not receive any points. An overall index was created by adding the points for the nine variables to determine each EA's overall score out of a total possible score of nine. A higher score indicated a greater presence of socio-economic characteristics associated with a potentially greater need for preventive or supportive services. All data for the Social Index came from the 1996 Census.

Variables Included in the Social Index:

1. Unemployment Rate – Proportion of the labour force who were unemployed at the 1996 Census.[1]
2. Average Income of Households – Average income of households in 1995.[2]
3. Education Level – Proportion of the population aged 15 years and over without a high school diploma.[3]
4. Family Status – Proportion of families with children headed by lone-parents.[4]

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[1] The unemployment rate of the population 15 years of age and older is the most widely used measure of overall labour market conditions. Source: 1996 Census of Canada, Profile Series, Enumeration Area level data.

[2] Income is a measure of the resources available to households. Households include families and non-family individuals. The Census household income item is computed as the sum of the income of all family members (which in the case of non-family individuals is their individual income). Source: 1996 Census of Canada, Profile Series, Enumeration Area level data.

[3] Computed from the Census highest level of schooling item as the sum of the number of persons with less than a grade nine education plus the number of persons with a grade nine to grade thirteen education but without a secondary school graduation certificate divided by the total population for this item. Source: 1996 Census of Canada, Profile Series, Enumeration Area level data.

[4] Prevalence of lone-parenthood was calculated using the number of families with children as the base rather than the number of all families, in order to focus on the typical family structure most relevant to children, rather than the typical family structure in the neighbourhood. The computation from the Census family structure item is: the number of lone-parent families divided by the sum of the number of families of now-married couples with never-married sons or daughters present, the number of families of common-law couples with never-married sons or daughters present and the number of lone parent families. Source: 1996 Census of Canada, Profile Series, Enumeration Area level data.

5. Mobility – Proportion of the population that has made a residential move in the past year.[5]
6. Language – Proportion of the population who speak neither English nor French.[6]
7. Home Ownership – Proportion of private, residential dwellings that are privately owned by one of the residents.[7]
8. Immigrant Status – Proportion of the total population that are recent immigrants.[8]
9. Reliance on government transfers – Proportion of the total income in the EA coming from government transfer payments.[9]

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[5] Greater family residential mobility has been associated with increased behavioural problems in children (Dewit, Offord, & Braun, 1998), while neighbourhoods with a high level of residential stability are associated with stronger social ties and collective efficacy, and thus reduced social deviance (Sampson, Raudenbush, & Earls, 1997). Computed from the Census one-year mobility items as the number of movers in the year preceding the Census divided by the total population for the mobility status item. Source: 1996 Census of Canada, Profile Series, Enumeration Area level data.

[6] Although small, the proportion of the population that does not speak either official language is considered to be at an extreme disadvantage as a result of the various barriers to participation that exist, particularly labour market barriers. Computed from the knowledge of official languages Census item as the number of persons who speak neither English nor French divided by total population for this item. Source: 1996 Census of Canada, Profile Series, Enumeration Area level data.

[7] Home ownership, like residential stability, is believed to promote greater social cohesion and collective efficacy in neighbourhoods, and potentially reduce social deviance (Sampson, Raudenbush, & Earls, 1997). Computed from the Census occupied, private dwellings item as the number of occupied, private dwellings owned by one of the occupants divided by the total number of occupied, private dwellings. Source: 1996 Census of Canada, Profile Series, Enumeration Area level data.

[8] Recent immigrants: immigrated in the period 1991-1996 as measured by the 1996 Census period of immigration items. Computed as the total number of immigrants in the period 1991-1996 divided by the total population by country of birth. Source: 1996 Census of Canada, Profile Series, Enumeration Area level data.

[9] This measure of dependency on transfers measures the share of neighbourhood income from all government transfer programs, including near-universal benefits (i.e. Canadian Pension Plan, Quebec Pension Plan, Queebec Pension Plan, and the Child Tax Benefit), as well as programs such as Social Assistance and Workers' Compensation; computed as government transfer payments to Census families in the relevent geographic unit divided by the total income of these families. Source: Custom Tabulation from the 1996 Census Canada.

Appendix B

Results of Neighborhood Observations

Background and Procedures

The neighborhood observation instrument consisted of 19 questions providing information about the physical factors of neighbourhoods such as the quality of housing in the area, the lighting conditions, the noise levels and the general conditions of the streets and parks.

Southwestern Newfoundland was sub-divided according to its census enumeration areas (EAs). Data was collected on 74 EAs within the community. Within each of these 74 EAs, one area was randomly selected for observation. Researchers were then given the location in which to begin and complete the observation.

Four community researchers were trained to assess the neighborhoods and completed the Instrument in the Fall of 2000. Observations took place during the day (between 8:00 am and 6:00 pm).

What did the neighborhoods look like?

- The majority of neighborhoods in Southwestern Newfoundland were residential (57%). Close to 80% of the neighbourhoods were primarily used for residential and/or commercial use.
- The general condition of buildings in most neighbourhoods was good to fair, with 23% of neighborhoods rated as well-kept, while only 5% of neighbourhoods rated as having buildings in poor or badly deteriorated conditions.
- In 65% of the neighborhoods, less than half the homes were in need of repair. Twenty-six percent of the neighborhood homes needed no repairs. Six percent of neighborhoods reported that half or more than half needed repair. These were located in Stephenville's industrial area where no children live.
- Eighty-one percent of neighborhoods had no street lights and no crosswalks.
- Only 11% of neighborhoods had signs posted announcing community events or meetings. Most of these signs were posted in store windows.
- The EAs in Southwestern Newfoundland are quite small and there are no public transit systems anywhere. There are only school bus stops.

The streets and roads in the community

- Twenty-six percent of the roads were rated as being in very good condition. Another 44% of the roads showed evidence of needing repair. Seventeen percent of the roads were rated in fair condition and 10% were rated in poor condition. Most of the 10% were roads located in Region D, with one observation reporting poor road condition in Region A.

Lights and noise

- Ninety percent of the neighborhoods were rated as having light to hardly noticeable amounts of noise. The other 10 % — rated as having moderate noise levels — were located in Region C (there were few children in these areas and noise was mostly from use of farm equipment).
- Only 21% of the neighborhoods were rated as well lit. Fifty-three percent of the neighborhoods were rated as having few to no lights with the remaining 26% of

neighbourhoods falling somewhere in the middle. Bay St. George (Region B) reported most areas as having few to no lighting, with Region D and Port au Port coming in second-to-last and third-to-last.

- The neighborhoods which observers rated as generating feelings of discomfort were located in Region C, in [illegible]s with high numbers of children. These neighbourhoods were located on back roads in the communities of Ramea and Burgeo. Besides the fact that the observers were all female, the lighting was also poor in these areas.

The people in the community

- In 75% of the neighborhoods, children and families were seen outdoors. In 100% of the neighborhoods there was no one observed as behaving in an anti-social way.

The researchers were asked to rate their feelings of safety and overall comfort levels when wandering through the community.

- Very few (10%) of the neighborhoods generated feelings of discomfort. No neighborhoods were rated as not safe at all. Sixty percent of the neighborhoods were rated as feeling comfortable by day but not at night (this can be explained because observers were female and walking in unfamiliar areas). The remaining 30% of neighbourhoods were rated as safe both day and night.

Parks and playgrounds in the community

- Forty percent of the playgrounds had equipment in very good condition. Forty percent of the playgrounds had equipment in fair to poor condition, and the remaining 20% were open fields with no equipment.
- Parks and playgrounds that were in fair to poor condition were found in all regions. In all regions, the parks/playgrounds were only found in one or two areas — leaving the remaining areas with children without access easy access to playgrounds.
- Overall, the condition of playground equipment and the lack of accessible parks and playgrounds for many children was a concern.

Appendix C

Design and Results of the Community Program Survey

Types of programs considered to be important for young children and their families include:

- Early Learning and Care;
- Family Resources;
- Community-Based Educational Resources;
- Services for Children at Risk and Children With Special Needs;
- Health and Wellness Programs and Services;
- Sports, Recreational Facilities, Parks and Playgrounds;
- Entertainment and Cultural Resources; and
- Other Key Community Resources such as police and fire.

For the purposes of the community program survey, these relevant program types were identified as belonging to one of the following six general resource categories:

1. Education
2. Health and Wellness
3. Societal
4. Sports and Recreation
5. Special Interest
6. Entertainment and Culture

Programs

Community researchers contacted a variety of agencies offering programs throughout the area to get more information about the variety of programs, program clients, and barriers to accessing programs.

For the purpose of this survey, programs were defined as follows:

- Programs must target children 0-6 yrs and/or their parents. This included programs if they targeted some children six or older, i.e. ages 4-12 and ages 3-10.
- Programs should target children and/or their parents directly (e.g., committee or advocacy work is not included).
- Programs should be ongoing for 6 weeks or longer and have been offered at least once within the past 12 months.
- Programs may include — but are not limited to — services and support, screening or assessment, treatment or intervention, lessons, information, and counselling assistance.
- Examples of programs for parents and/or children include: help for family violence, literacy programs, nutrition programs, prenatal programs, and food banks.
- A program could take place at more than one site and at many different times.

In conducting the community program survey, four interviewers spoke with representatives from 308 programs. Interviews were conducted mostly in person, although some were done by telephone.

What types of programs were available in Southwestern Newfoundland?

Each program was identified as belonging to one of the six resource categories as listed below:

Category	Number	Percent
Education	100	32%
Health and Wellness	71	24%
Societal	34	11%
Sports and Recreation	45	15%
Special Interest	56	18%
Entertainment and Culture	2	6%
Total	**308**	

Note: Since there is overlap between groupings, the sum of the group percentages is more than 100%.

Who used these programs?

Programs may be offered to the general population or they may target specific groups. Forty-one percent of programs surveyed had a target group for their program. Of those with a target group(s):

- Eighty-three percent reported that they targeted low-income children, families with children and single-parent families.
- Twenty percent reported that they targeted children with special needs.
- Seventy-four percent of program personnel reported that their programs adequately served the target groups for whom it was intended. Thirteen percent reported that they were often able to reach their target groups, while another 12% reported that they were sometimes able to reach their target groups.

One hundred percent of program personnel reported that all or almost all of their clients were from Southwestern Newfoundland.

Increased demand and funding

In the past one or two years, funding had increased or slightly increased for 14% of the programs; had not changed for 80% of the programs; and had decreased or slightly decreased for 6% of programs sampled.

Thirty-eight percent of respondents reported an increase in demand for their programs over the same period of time. Nineteen percent reported that the demand had decreased, mainly due to the decline in out-of-port communities because of the demise of the fishing industry.

Sixty-four percent of the programs ran at full capacity all or almost all of the time. Three percent reported that they never or almost never ran at full capacity.

Ten percent had waiting lists ranging from two months to more than six months.

Accessibility of Programs

Several issues could impede access to programs: the availability of transportation to the program sites; the accessibility of the programs to individuals with disabilities; the presence of user fees; and availability of subsidies.

- Sixty-seven percent of the programs were accessible to disabled persons.
- Transportation is a major barrier for people attending programs in Southwestern Newfoundland. For the purpose of this report, taxis were not considered to be a form of public transportation. Therefore, very little public transportation within communities can be found in Southwestern Newfoundland.
- Twenty-eight percent of programs charged a fee. Eleven percent of programs that charged a fee were

financially subsidized by Human Resources and Employment (Social Services) and by church groups. User fees can be a barrier for some people and for some programs.

Management of Programs

A little more than half (52%) of the respondents reported that volunteers were not involved in management of the programs, although they may be involved in service delivery.

About 47% of program personnel indicated that they were partly government sponsored and 36% stated that they were a non-profit charity. Only 5% indicated that they were private. The remaining 12% reported that they were sponsored by a combination of services.

- Twenty percent of the sample indicated that the federal government at least partially funded them.
- Thirty four percent of the sample indicated that they received funding from Provincial ministries.
- Twenty percent indicated that they received funding from charitable organizations.
- A mere 3% indicated receiving funds from the municipal government.
- Sixteen percent reported receiving funding from fundraising and participant user fees.

What makes the programs successful?

Agencies were asked what made their programs successful.

- Representatives of programs for parents (i.e., support groups, education and awareness programs) stated that there was an increased awareness of child development and good child practices, and that the programs assisted parents with building self-esteem thus enhancing their employability skills. Parenting programs teach skills that are easily transferable to the home environment.
- Programs for children teach socialization and school readiness skills. Children with disabilities or who are delayed learn from exposure to other children. Children are exposed to opportunities for emotional and social development. They develop creative skills and motor skills that enhance their development.
- Prenatal programs reported increased birth weights, and initiation rates for breast feeding were also increased.
- Excellent staff, quality facilities and collaborative partnerships were aspects of program structure that contributed to the success of the programs.

The majority of respondents did have hopes or plans to make modifications to their programs. These plans fell into one of three themes: increasing funding, expanding programs and improving the organizational strategy.

Increasing funding was the number one goal for 85% of the programs surveyed. This funding would be used to support the increase in demand for the programs by hiring and training more staff and improving the resources available. Transportation was identified as the number one barrier to people accessing programs in this region. With an increase in funding, transportation could be provided for program participants.

Respondents also expressed interest in improving participation rates, focusing on prevention techniques and improving community awareness of available programs and services.

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